



Case Study

How Woodside High School Teachers Supported Learning During COVID-19

At a glance

- Thanks to Paper’s 24/7 Live Help, students of Sequoia Union High School District (SUHSD) had access to tutoring no matter the obstacles at home.
- Student engagement across SUHSD increased by an astonishing 503 % following the closures, with Woodside High School students accounting for nearly half of that spike (249%).
- By requiring students to complete tutoring logs after using Paper, Woodside High was able to maximize students’ learning and retention, while also letting teachers inform their instruction.

	Enrollment	English Learners	Socioeconomically Disadvantaged
 Sequoia Union High School District	9,021 ^[1]	14% ^[1]	38.1% ^[1]
 Woodside High School	1,964 ^[2]	13.6% ^[2]	42.1% ^[2]

^[1] California School Dashboard, Sequoia Union High

^[2] California School Dashboard, Woodside High

The Dilemma

How can teachers hold students accountable to succeed in a remote setting?

On Friday, March 13th, 2020, the day known for its bad luck lived up to its reputation.

It was that morning when the SUHSD staff learned they would not be coming back to school for at least three weeks due to concerns over COVID-19.

During a call with the Paper team, Briana Lee, a Math teacher at Woodside High School, remembered discovering the news: “It was definitely very quick, there was no transition. It was like Friday we were in school and then Monday we weren’t.”

Whether you’re an educator, parent, or student, Ms. Lee’s recollection must sound familiar.

Things were normal until they weren’t, and best practices had to be improvised. Shifting to remote learning posed unprecedented challenges for teachers, one of the biggest being adapting to new modes of communication. Ms. Lee explained:

What’s been hardest for me is not having those face-to-face interactions with students and being able to reach out to students who are not submitting work.

Teachers like Ms. Lee had to ask: How do you maintain a relationship with students when you’re not sure if you’ll see them every day? How do you maximize your effectiveness when teaching remotely?

Woodside High teachers were available for virtual office hours, either at set times or by appointment, depending on what worked best for the teacher and their students. But even with flexible, virtual office hours, the set-up wasn’t immune to scheduling conflicts. “What if two teachers plan something at the same time? It’s also hard to make students be in something at a certain time when they have a sibling that they’re sharing a computer with.”

Navigating the new, low-touch model brought about more questions than could be answered.

Thankfully, Sequoia Union High District already had Paper in place to ease the duress created by remote learning. They just needed a little creativity with how they used Paper to create accountability for students and help them thrive.

The Solution

Require students to complete tutoring logs after using Paper.

Student engagement across SUHSD increased by 503% following the closures, with Woodside students accounting for nearly half of that spike, by 249%.

Students found using Paper during this time incredibly helpful, writing feedback like:

“

Both tutors that helped me were extremely helpful and were able to help me find out the answer to an equation I've never even tried before.

“

He was very helpful and continued to support me no matter how many questions I asked.

“

Extremely helpful and patient. Explained material thoroughly, step by step and made it very easy to understand.

“

Awesome! I got a lot of help on my assignment and a lot of advice that I can use for future assignments.

“

I get it now because the tutor explained it well.

“

It was a very successful tutoring chat. I got great help.

Teachers bolstered Woodside High student engagement by using Paper to track their progress remotely.

Ms. Lee credits her colleague Amy Hanson for devising a structured way to use Paper. “She created a Paper tutoring log that the students would fill out to submit proof of participation. Students would reflect on their point of confusion, and take some notes based on their session.”

Upon reaching out to Ms. Hanson for more information, she said, Students completing Paper activity logs gave teachers a closer look into how students were adjusting to remote learning, and Paper’s teacher dashboard allowed them to analyze students’ needs by accessing their tutoring session history.

I was able to quickly view and keep track of topics students were struggling with. My Paper teacher account also allowed me to find more detail about each tutoring session. I was also able to reference these with other teachers as well, to help students succeed in their distance learning journey.

Plus, there was the added benefit of allowing teachers to assess their own methods throughout the shift.

Not only were students required to reflect on areas of confusion, which typically helps deepen understanding or retain information, but teachers could also evaluate the effectiveness of their asynchronous lessons.

Thanks to Paper’s 24/7 Live Help, students of Sequoia Union High School had access to academic support, no matter what obstacles they faced while at home.

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access to personalized learning help in
all subjects from multilingual tutors.*

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