

Interview/Field Notes Guide

Date/Day of week: Mon., Feb. 7, 2005 11:45 – 12:45 (lunch/free period)	Name of Observer/Interviewer (circle method) Interviewer	Pseudonym of site/setting Provincial High School	People involved and their role/position Senior High school Student and Interviewer	Method of recording (audio/video/note) Audiotape
<p>Description of context/setting: Publication room in the Administration building – a fairly large storage, utility, copy and work room. In relation to the relatively well carpeted, painted and decorated reception area, this room is stark and utilitarian. Tile flooring, fluorescent lighting, grey cabinets and shelving house the copy machine, a work table, a small desk, grey filing cabinets, industrial shelving for food and drink supplies for a concession stand, stacks of copy paper and a small round table with four chairs. Access to the room through both a door to the main Administration offices as well as through a back door to the cafeteria, creates a thoroughfare and lots of noise when lunch and preparation for lunch are taking place. The space offers limited privacy for interviews as faculty and staff enter for supplies, to make copies or the collate materials.</p> <p>None of the closed cabinets has any visible labeling, except one with a prominent “Teacher Supplies” laminated 8 _” x 11” sign. [Are the others off limits to teachers?]</p> <p>Observer/interviewer positionality (i.e. known subjects, knowledge of purpose by subjects, circumstances of interview/observation): The Assistant Vice Principal of Instruction had arranged the student interview by soliciting volunteers and offering this student to me as the respondent. None of these people were familiar with me, nor I with them. I am not certain what was communicated to the student regarding the purpose of my visit. When I arrive at the reception area, I have become somewhat familiar to Shirley at the reception desk, who greets me, provides me with a green “Visitor” badge and asks that I sign in the visitor log. Shirley checks the agenda provided by the Assistant Vice Principal. I ask to use the restroom prior to the interview. The restroom and the Assistant Vice Principal’s office are across the hall from one another, so Shirley leads me to the restroom and then proceeds to speak with the Assistant Vice Principal to coordinate my visit.</p> <p>When I emerge from the restroom, the AVP greets me and indicates that the student is on her way to meet me. We chat briefly about the agenda for the day, first interviewing the student, then interviewing the AVP. The student, Kelly, enters the Administration building and the AVP greets her with “Here she is” and calls to her to come around the large semi-circular reception desk to join us. Kelly and I are introduced to one another and the AVP encourages her to “Be honest” as I interview her. [She says, “be honest” twice, which strikes me as odd in a religious institution – does this require stating?] Kelly and I walk the few steps to the Publication room and sit down to talk, leaving the AVP to return to her duties.</p> <p>Prior to beginning the audio recording, we discuss the reason for the interview and my research interest. I explain that I am a graduate student at UCD and that I am interested in gender equity and single-sex schooling in particular. Kelly seems open to discuss and agrees to be recorded.</p>				
Count r	Speake r	Interview content		Commentary
015	S	Okay, so here we are. It is Monday, February 7 th and I am here with Kelly. And just to sort of get us started...		
	K	Okay		
020	S	Um...How would you describe um your...what drew you to Provincial in the first place?		
	K	Um I was introduced to Provincial from a friend of mine. Her oldest sister was coming here. Um. She was going to be a freshman while I was in eighth grade and basically I was introduced to the school first and foremost as a parochial school and um that kind of drew me to it. I was kind of beginning my spiritual life within my own church and kind of wanted to get into an environment that would kind of help me to grow and to strengthen my own relationships with, you know, with		Self direction

		God and with friends and family and...kinda of .. I was looking for a school that would kind of strengthen my morals as well.	
031	K	I was going to go on to a public high school in Elk Grove and it was going to be a far different experience as far as I knew from my friends and um I had a lot of um cousins and family members who had gone through that school and had found that it wasn't as beneficial as they expected it to be.	Elk Grove public schools have a very good reputation for excellence in the region.
	K	So...I started looking at other options and Provincial it..it wasn't necessarily the non-coed kind of environment that I was looking for but I was just looking for somewhere where.. I really didn't have to care about you know my appearance or care about ..you know what others thought about me but I could kind of.. grow on my own and grow on my own ..you know um my own nature and kind of figure out who I was by the end of my senior year so that I could prepare myself for the kind of you know broader environment of kind of the world itself (slight laugh)	Awareness of identity development – agency/self direction
	S	So did you have friends that had actually gone through the program here at Provincial or they were just folks that were also considering the program	
	K	Um they were people who had just finished the freshman year	
036	S	Okay	
	K	So it wasn't..I didn't have a really broad view of the school itself .. I mean I came to open houses and to like a Shadow Day where you follow a student around but I really didn't have an idea of how it would change my life in .. in the long run basically	Shadow Day is an annual recruitment event
	S	The way you describe it it seems as if a lot of the decision making and a lot of the ideas about what you wanted for education came from <i>you</i>	
	K	Uh huh	
	S	Um..how would you characterize your parent's influence or your friend's influence on making the selection of school?	
	K	Um...my friends were probably the most influential on me .. um..I had a lot of friends that were considering the school and were looking into it as well so I kind of jumped on the band wagon and kind of read up on it ..wasn't really considering it at first until I really started thinking about where I wanted my education to go and what I wanted to get out of high school experience and ..	Friends more influential than parents – consistent with research?
	K	My parents were very supportive of whatever I chose to do and they were also pushing for the higher education here at Provincial um so in contrast to um the programs that were offered at the high school near me.	Pro-academic
	S	So how would you characterize your parent's general attitude .. value system around education?	
	K	Um..my parents are really strong supporters of um getting the highest education that I can get. They want me to be you know involved and .. they want to see me just have my own opinions about things and um they thought that Provincial would be a better environment for that.	Independence/agency Parents as support
	K	Just the academics are higher to give me a lot um ... just a lot more information on the subject matter um the science and the math programs at the high school I would have been going to weren't as strong and they didn't have the higher levels ... and I was already excelling in some of my math and science courses and they thought that Provincial would probably be a better idea for me to you know	Interesting self directed focuses on math/science as subject matter of concern in comparing schools

		grow in those areas in particular and they started looking into those programs especially at Provincial just because they knew I would be excelling even more in those and they knew I had interest in those.	
056	S	How high of an education level did both your parents achieve	
	K	Um both my parents are college graduates	
	S	Okay	
	S	And would you say that um it sounds like there was a lot of time that went into analyzing evaluating ...how much time did you spend in making the decision?	
060	K	Um I spent a good portion about six months making the decision um I kind of started in um early fall of my eighth grade semester um ... My friend um her older sister had just been admitted as a freshman and was going through you know the first part of her freshman year and you know giving me feedback on what it was like and then as soon as there was the opportunity to shadow and to go to open houses you know I tried to do as much as I could to get you know other opinions and other feedback from students who had been here .. from teachers and um ...it did take me until the early part of January when I did take the test to really think about it.	Relatively intimate informants providing “feedback” Admission exam held in mid-January required for admission. Applications due in mid-February for fall admission. Need info regarding ration of apply/admit
	K	Provincial was a good decision for myself and you know I knew as soon as I was admitted that this was where I wanted to go first and foremost for high school so...	
	S	Did you come from a parochial environment in your um pre-high school?	
	K	No um I came from a public elementary school and middle school and was you know ready to go to on to the public high school when I was um kind of originally shown Provincial and um I wasn't really thinking about it up until that point.	
075	K	I mean I hadn't considered parochial school at all. My parents really weren't that involved in our church and I am not Catholic for one. So that was another thing that you know they weren't pushing for that kind of environment for me through my elementary middle school age and so this is a brand new kind of experience for me to be at a parochial school but ...Its really strengthened me even though I am not Catholic just to kind of have the supportiveness and the community kind of spirit that I have looked for for a long time.	Not catholic – what proportion of students is from outside faith – how do they “fit” in especially in religious educ. courses?
	S	Okay...and because you come from a um non-parochial and obviously non-single-sex environment if you were to describe comparing your educational experiences here at Provincial versus your experiences in your previous education what are the things that really stand out?	
078	K	Um.. probably the focuses um there's a lot more focus on the academics and kind of um .. there's more focus on your future here at Provincial rather than on all the social kind of details that you would normally have you know in a high school environment um ... Especially in middle school there was a lot of um you know stress between boys and girls and uh you know just kind of cliques and everything and kind of being thrown into this environment where everybody is wearing the same thing everybody is taking the same classes there is really no time and no focus on you know – I don't want to say the social aspects but – the social stresses as you would have. I mean there is plenty of opportunities for social interactions but it doesn't seem like people are so bound and determined to find little	

		niches to get into to kind of separate themselves. It is more of a tight-knit community here cause everybody is brought together under the same circumstances.	
088	S	My understanding is that there is about 800 students here.	
	K	Uh-huh	
	S	Um .. I am having a hard time visually how everybody feels really close . what..how do groups cluster? Is it based on um um freshman sophomore . how how is that structured?	
	K	Um there is a lot of clustering between classes themselves. Seniors tend to sit with seniors and you know freshmen sit with their own freshmen group . . . but it is also when you have time to sit with your friends I mean if you have a common lunch together or a common break together you tend to kind of associate with those people and I for one have changed the groups that I have kind of corresponded with based on the clubs I am in as well because really that is the only time you have you know the time that you can hang out with other people and really associate yourself with a group is during a club meeting or during a sporting event... I mean you really don't have time to kind of you know to separate yourself from the majority of the group in a smaller group you know unless you really want to and uh... I have really found that you know the grouping is based on just what's kind of available what you have an opportunity to join yourself in and um I don't think people necessarily stick with the same group all the time ... People kind of wander around and um I think by the end of their high school experience they really have met the majority of the campus and you know of the student body.	Self direction and agency "join yourself in" Issue of time (pressure?) Any clustering by race? Class? School of origin? Residential neighborhood?
	K	I for one through clubs and such have probably met most of you know the well more or less the junior – senior class but I am starting to meet more and more freshmen and sophomores. You know in clubs you are trying to bring up the ranks to bring them to the leadership kind of status you know for when you leave that it can kind of continue	
105	S	Yeah. What clubs are you associated with?	
	K	Um .. right now I am associated with about four clubs. I am in the Film club, the Technology Board um I was in orchestra last year and I continue to work with some of the girls there and I am the President of the Robotics team this year.	
107	S	What is the Robotics team?	
	K	Um . well. Our team is a fifth-year veteran team and um basically it is an all-female kind of robotics competition that is um .. well its its an international program called [First?] and um there is about 1600 schools internationally that participate. Um. There is a couple of teams from Canada and Brazil and the UK and it is a high school competition where teams kind of band together and um they get a kit of parts and just have to build something and .. A lot of people associate it with "Battle-bots" or you know with um the kind of shows that are more competition than anything but it is more of a cooperative kind of point of view on the same um same task. And um its really been one of the major parts of my experience here at Provincial. It has brought me up as a person and everything .. but...	Much pride and enthusiasm
	S	So this kit appears...Are you given instructions that it must turn out to be something or do you get total freedom -	

	K	No...um they give you an objective .. basically um like um January 8 th was our kick-off this year and we have six weeks from that point to you know create a robot a machine that you know basically does this objective an this year we have to stack these triangle you know kind of structures and um ... You can kind of make it out of your imagination. You take time to design take time to build it and test it as well and um every team comes out with a different looking robot even though they you know get the same amount of parts . the same exact parts you know from the get-go and um ..it focuses on team cooperation it focuses on leadership you know basically trying to organize yourself and get yourself into a mindset of okay - this is my responsibility I need to fulfill it – this is kind of like having a job um...	Eager – first interruption
	K	The organization of the competition itself is supposed to like a business you know competing business and seeing how a rookie business can you know look on how they need to simplify things and how things need to be structured but veteran teams they work on perfecting their system and you know how to bring up younger people to these positions and you know get everybody kind of associated with you know – “what is going on” and “how do we do this” and um .. it’s a really exciting program that you know I really think has been beneficial to the school and I am sure for a lot of students who have gone through it ...and I’d have to say that that was one of the first programs that I got into here at Provincial and it ...(trailing off)	Seems as if she sees her team as a veteran team – trying to retain honored status
134	S	What drew you to it?	
	K	Um .. I think the fact that it was a group of girls who got together and worked with machines [slight laugh]	
	S	[Audible laugh]	
	K	I’ve always been a hands-on person and you know it was just exciting to see you know it was kind of not normal to see a group of girls you know working on a weekend you know working you know working with hand tools and drills and you know hacksaws and everything and ...it was just something that was so kind of out there that you wanted to go and see it and so you know I went to a few meetings .. saw what they did and kind of .. for the first you know for my freshman year I just kind of took a standoffish approach. I was involved in sports and stuff so I came when I could and you know watched them work and went to competition with them and that was just so exciting to see you know how a group of just random girls of all age groups you know they might have been friends with other groups and may not have normally associated with these people but I mean in the e::nd its like a whole new group of people that you know the- there’s just s::o much camaraderie it just keeps you kind of hooked to it.	Tools (masculine) as “out there”/odd Awareness of gender expectations and violation of gender norms Limited first year commitment – “standoffish” – testing the waters and reactions of others?
146	S	What kind of um organizational structure is there? Is there a faculty mentor? Is there yo- you indicated you had a leadership position – are those elected over time? How does that work?	Organization/leadership
	K	Um.. usually there is an elected group of officers in the group um of course there is President, Vice President, Secretary and Treasurer um that kind of keep everything going throughout the year.	
	K	But when it comes to the competition of course you have to have team captains, you have to have people who are specialized in different areas....and um yes we do have a teacher-mentor who is basically there	Competitive (masculine)

		to you know supervise everything, make sure that the administration is clear on what is going on, what the deadlines are, to kind of just keep on top of things and make sure the girls are you know sticking with the plans that they have laid out for themselves... and it is a student run organization whereas you know the students are the leaders and it and they have to make sure they make their deadlines but they can distribute these jobs to students and make sure that the students are aware of what their tasks is, when it needs to be done, and it-its really kind of uh..each person has their own personal task and you know they have to you know make sure that they're responsible and make sure that they can stick on top of it and um .. the students are basically just there to kind of check on each other and its kind of like how it is going to be in the "real" world...you know girls are aware that yeah you are going to have coworkers, you are going to have bosses, you know, this is how its going to be organized and so get used to it now, get used to having a deadline, get used to you know having these jobs that you need to do and you know, and know when to ask questions and know you know who to go to if you do have you know trouble on something...and its really an experience that makes girls learn how to take care of themselves in that they need to speak up or they need to you know step up on a certain task...and or help their teammate and its really it-its wonderful to see these girls kind of grow from you know maybe not speaking to a whole lot of people and being really quiet to speaking up and saying what is on their mind and throwing their opinion out there...to you know so much can grow from that.	
169	S	Wow. That sounds great.	
	K	Yeah.	
	S	You've described sort um individual task forces um how big and how many? How many people are involved in this?	
	K	Um. . we have about thirty girls on the team right now. Um twenty five that are consistent you know in coming and you know participating in the actual building of the robot. Um. We have smaller committees that are about three or four people each and you know we have people that work directly with the robot and then some people who do administrative work and then some who do who man our website or our animation teams and there's many parts to this competition.. you know as far as you know you have to publicize your team . . you have to you know make sure the name gets out there.. and then you have you know the people who are you know the hands-on, you know let's build this thing . . let's get this running and test it . . and then um you have the leaders of course who have to get things checked with the administration and make sure everything is okay with them . . make sure all the paperwork is in so that it runs smoothly . . and you know there's heads of groups and whatnot but I think with such a small group that we have right now you know its just tiny – tiny little subsections that you know they work together and they talk to each other and making sure that what they are doing on their task is compatible with another task.	Recognition of adult oversight but strong sense of ownership in the student participants
	S	And to become a task force, you would say "I am really good at" or how do you get selected for the location [position]?	

	K	Its not necessarily what you are good at because a lot of girls come into this program not knowing what they are doing at all. So, there is a lot of training that is involved in the fall portion of the semester. . you know they learn how to use all the tools . . they learn you know what goes into each job and then you know come competition time when we have our six weeks to building it whatever they are interested in or whatever really intrigues them that they want to learn more and . . you know its not necessarily if you know how to do the task its .. you know I am going to jump in there and I am going try to do what I can and put my input in on this part and you know um . . its not necessarily people being chosen . um . a lot of girls just kind of fall into place you know when the season comes along	Self selection for team membership? Choice driven by interest/skill or peer partners?
	S	Hmm. Who does the training in the fall?	
	K	Um . We work with [all male Catholic high school]. They have a robotics team over there and this year they've had they had two training sessions. And we went over there and we learned things and then we've also had our own training afterschool . . the girls would come in and from what we've built up the last couple of years experience on building other robots and um you know what kind of you know worked goes into the pre-stuff and you know we just tried to show them what we had. But um a lot of the training is basically the hands-on you know "what is pneumatics?" "what is electronics?" you know "how are things hooked up?" "how do things coordinate with each other?" and it's a lot of just visualizing what it looks like because you know come competition you've got a box of parts you gotta know what goes where	Dependent of male school for training and tools? What is this training structure like in terms of relation-ships/power?
	S	Uh-huh. Sure. How much of your coursework feeds into that process?	
190	K	Not a lot of the coursework. The school is really um very liberal arts and a lot of the monies and a lot of the curriculum is towards you know the theatre and the arts and sculpture and the music especially. And there's a lot of . . well not a lot of focus on the sciences and the technologies and that's what we're kind of trying to push.	School priorities liberal arts – not science/math? Brand new \$24 million dollar theater complex opened on campus this past spring testifies to this claim
	K	We are trying show that there are girls interested in this. And you know, let's try to get some more classes in the technology and more classes in the sciences so that you know things that we are working on can kind of correspond with that. Um. I am on the technology board with um Miss [inaudible] who is the technology teacher here and we are trying to integrate um some of kind of th-the CAD which is the drafting and you know the different animations that we use into some of that coursework so that girls will learn that aspect and so when we ask for "Hey, can you draft up this part so that we can send it to get machined?" they know kind of where we are going with it.	Student active in promoting more science and engineering coursework to address lack – need to look into the technology board structure and participants. Who is involved/how many/what roles?
	K	Um. The school really doesn't have a lot of hands-on stuff like mechanics and stuff and that is understandable. I don't think a lot of girls would be interested in working on cars all day and whatnot [slight laugh]. But I am .. a lot of the things that um that we need girls to know .. like how to you know what a wrench is [slight laugh] or how to find something you know that I wish would be fed into it but its also kind of learning kind of when you are outside of school what all this is.	Tension between gender expectations/school offerings and goals of potential engineering student.

		Um. I think mostly from the school you learn leadership and you learn how to take initiative and you know how to jump in and when to jump in basically and this school just teaches you how to take something that might be totally unknown to you and to apply it you know . . .[trailing off]	
210	K	My science classes – yeah I take physics but that doesn’t necessarily mean that I know the physics of a robot you know. . I’ll know some of the mathematical equations but seeing it actually work and knowing what to put together to make it you know work especially like you want it to do this [inaudible] kind of thing	Theory vs. practice focus in school
	S	So I am guessing that some of the equipment has to come either from um family contribution or you are sharing with [all male Catholic school] or ?	
	K	Yeah. A lot of the stuff has been donated. Um. A Father of a – a father of two students who graduated from the school has come consistently for the last three years and helped us and also donated a couple of drills to us. A lot of the tools are bought out of our own fundraising monies and um support money is donated by the student body um and then of course registration – we’ve had the school spot us as well as doing our own corporate sponsors like going out and doing presentations ... but a lot of stuff does come from personal contributions.	Funding/support Self-promotion and public relations to solicit sponsors
	S	So when is the competition?	
	K	Its March 3 rd through the 5 th	
220	S	Ahh – this is your busy time. [laugh]	
	K	Yeah. Yeah. Right now we are in our six weeks of construction. Um. This will be my fourth year doing the six weeks of construction and um right now we’ve got half a working robot. We have it up and running driving .. we just need to you know basically prototype and test our arm that we are building so that it can pick up these triangles things.	
	S	How exciting!	
	K	Yeah. It is a lot of fun!	
	S	Oh, that is really great! Well, obviously we went pretty far off of my script [laugh]	I begin looking at notes to get situated with planned questions.
	K	[Laughing] Oh, sorry.	
225	S	No. I think its fabulous. I am so glad yo-you took me down that road. Um. Tell me what classes you are taking this term.	
	K	Um. Right now I am taking physics, Spanish four, um lets see, creative writing ah physical education, calculus uh AP government, and um world religions and last semester I had an ethics class and I had um literature and film as my kind of dual religion and English classes. Um. My workload right now isn’t as bad as I thought it would be. I thought taking an AP class would be a lot more work but its mostly a lot of reading a lot of kind of analyzing what your own opinions on the subject matter is and so .. I am really having a lot of fun with my coursework.	Fun? Calculus and physics. Yikes!
	S	Good. And in terms of um changing courses, is it quarterly or um semesters?	
	K	Um. Most classes are semester changes if there are changes at all. A lot of classes are the whole year. Your sciences, mathematics and English usually carry over until your senior year. Uh, senior year they usually	Tracks?

		break it up unless you are taking an AP course.	
237	S	So are they pre-programmed or you make personal selections?	
	K	Um. For most classes if its like mathematics or science you go up to the next level you know from Algebra to Geometry or um biology to chemistry. Its kind of um you know what's coming up next. I think English and religion . . .no, not necessarily religion . . but English this year is the only one I have been able to change. And then usually a student is able to choose their electives but I had no room for electives this semester	Electives? Non-academic pursuits? Liberal arts? Does having no room mean electing to take more academics than required?
242	S	Okay. And do you work with a counselor when you have those choices?	
	K	Yes you do. Um. There is college counselors as well as class counselors. Um. Usually in that last semester of the year you go to your counselor and ask them about you know "what courses are available for the following year?" There is also community college courses that they offer on campus in the mornings that you can take as well [trailing off]	Morning? meaning prior to start of school? This might be the math class I observed in room 300 prior to homeroom on first observation.
	K	Um. But uh yeah there is a counselor that you go to and you discuss what you options are and what is the best road for you to take based on you know if you are borderline grades on something if you should retake the course take a summer school course you know there is a lot of options open if you know you want to take summer school or if you want to take it the next semester [trailing off]	
250	S	You mentioned early on that there is a lot of focus toward the future and obviously this is a college preparatory sort of environment. At what point do you start talking about making decisions about college and planning your curriculum towards college?	
	K	Um. I think my first kind of touch of you know the focus on college was the end of my sophomore year. Um. There was talks about you know "Junior year you are going to start looking into what schools might have you know your interest area as what you know you start thinking about what majors you might think about.	Explicit talk fairly late – so much is implicit in planning, curriculum. College is presumed by this student (probably by most) and all tracks focused on that path early on?
	K	Um. Middle – beginning – middle of junior year you start getting flyers in the mail from colleges actually that you know want you to send little flyers back to say you know that you are interested and they will send you more information.	School forwards names to colleges to get on the mailing list? Seems to think automatic?
	K	Um. The college counselors in early spring of your junior year start talking to you about what are your choices you know where do you want to look into? Where do you seriously might want to apply to? And then senior year, fall is applications and spring is you know admitted's or denials. . so . .um . .there is like a process that the school has followed as far as you know they inform you then they give you choices and then you kind of make your own decisions. It's the student you know going "where do I want to go?" "What do I want my future to be?" And I think they really prepare you for you know all the steps in between. Taking the tests you know getting things you know done as far as SAT, ACT, you know. . . They keep you up to date on you know what is available to you and what is coming up.	
267	S	How is that communicated to you?	

	K	Um. They have flyers. They have college pamphlets that they give out. They also have a lot of announcements that are posted up around school um about if you want to you know there is college speakers that will come in . . you know um . . . they might have you know packets available in the you know counseling office that you can pick up. Um. A lot of it is relayed through our homerooms. Um. If they give us any worksheets in there or if they give us any announcements about our you know counselors wanting to talk to us. Um. They also come into our history and English classes um sometimes if they want to give information about SATs coming up or PSATs you know show us what your PSAT scores mean. . . you know .. what is a good score so say you know those kind of things. Um. We kind of get it from all aspects in a sense cause I mean its kind of um its kind of something that is always lingering and you know the counselors are always around to support you and the-they really make an effort to make sure that you know what is going on.	“Always lingering”
281	S	Um. So what are your educational, life, career goals?	
	K	Um. My career goals haven’t changed a whole lot from my freshman year. Um. I think once I got really interested in the robotics I really got interested in “where can this take me?” And now as a senior I have applied to four colleges, all engineering related majors. Um. And basically I want to pursue a career in aeronautical engineering and hopefully one day I’d really like to work for NASA. And um for a long time I wanted to be an astronaut and now that the kind of space program is kind of you know back and forth with whether or not its going to continue – at least the shuttle program for one – I am kind of looking into the robotics aspect. So um I’ve been looking into corporations with internships locally and around my colleges. Um. Looking through the college pamphlets seeing if they have you know um you know extra-curricular kind of internships or if they have any you know um cooperative kinds of programs around or in the engineering departments . . um . . to see where I can go from here. I know that’s where I want to go, which road I want to go down and I’ve kept my options open as well kind of with my minor. I’ve kind of decided to minor in film. Which has been a long time hobby of mine.	Engineering
295	S	Interesting pairing [slight laugh].	
	K	I know [laugh]. I have gotten that so many times. Um. For a long time I wanted to be a teacher and until I was maybe seventh-eighth grade that was my choice. And then I kind of looked into “well how does that kind of pair up with some of my other choices” and um you know robotics has kind of thrown that out the window for now at least. But, you know, the film I’ve been interested in that since sixth grade since I got my camera and you know just anything that has to do with editing or photography itself [trailing off]	Lots of “choices” – empowered and wealth of opportunity
	S	I am seeing “Star Wars” or some epic film in your future	
	K	Yeah [laugh]	
	K	That would be really interesting!	
	S	That’s great. So, from the robotics experience it sounds like you are well prepared for this kind of pursuit. What challenges do you anticipate as you pursue and step out into the world?	
	K	Um. Right now college itself is kind of a new journey and going away from home is definitely my first thought you know when you ask that	No mention of gender issues in engineering –

		question.	will her journey be more shocking coming from all girls to nearly all boys?
310	K	Um. I haven't really been away from home much especially on my own and I am not going to you know have my license for very long. I don't have it right now and I am hoping that maybe after robotics is done . . but um . . just the experience of learning how to do everything kind of autonomously by myself and you know learning how to kind of adjust to a new environment. I think I have so much support going into Provincial from public school you know with my family there and I had friends and now kind of being thrown into a whole new environment um the whole world of college is always on my mind. Not necessarily a worry but its something new that you know I kind of can't really thi:nk about . .	Safety in community
	S	Yeah [softly]	
	K	I mean there are so many aspects to it that is kind of a big question mark and um .. I think once I get in there my main worry is . . “well, where do I want to take my knowledge?” you know. What opportunities do I have? And I just have to learn how to look into myself and look into “Okay, so what plans, what roads can I go down from here?” and I mean I am already anticipating so many you know different options and being confused about where to go and so it just seems like a new adventure coming up.	Focus on the goal – not obstacles. Naïve? Seems as if all options are open – few gender barriers?
	S	Exciting, but a little daunting?	
	K	Yes. Exactly.	
	S	Um. We talked a little bit about differences and similarities between your experiences here and your prior experiences in middle school. Um. Could you give me more details specifically on some categories, like student-peer relationships. How are they different here?	
	K	Well um I think its more camaraderie here than I have ever experienced in a school. I think when its definitely coed you have the cliques and there's people who want to, you know, they really want to focus on your appearance and how you relate especially to guys. I mean the relations between girls and guys is just . . there is so much tension and that kind of can throw you focus from your academics and your friendships and your family and your spirituality you know into a whole new realm and you-you can lose so much focus from the things that are really important to yourself by throwing yourself into that.	Priorities and perceptions of what is important
	K	And um I think that especially here I have just kind of found what kind of things are important. I mean I don't need a guy to help me through my problems. I mean I have friends and I have you know my relationship to God and I have teachers. There's so many people around me that I've found that can support me and you know a guy or you know cliques or people who you know who like me on a material level – that's not what I need. And I knew that I was going to go into that if I had gone into a public school.	Support system
	K	I mean even the pressures in middle school were just so different from here. I mean I could already feel the pressure of “how am I supposed to look?” “how am I supposed to act?” you know “what group I belonged in?” I felt just kind of such an outsider when I thought about family being important, friends being important, I mean the-they	Pressure as outsider

		wanted you to focus on other things and I really didn't want to be in that part.	
358	S	So, how does the transition from your Monday through Friday experience to your weekend experience, how similar or different is that?	
	K	Um. Right now they are quite similar. I mean, robotics carries over onto the weekends and a lot of my friends come from either that program or some of the school programs that I am in. And so I really don't associate myself with people that I don't spend most of the week with. And so, I think transitioning from a Friday to the weekend, of course is absolutely relieving to have a little bit of peace and quiet and time to yourself, but you know if I do choose to go out with my friends, it is people that I see all week and we can kind of carry over our conversations and you know its-its really soothing and comforting to know that I have a good group of friends that, you know, they can be my school friends and my weekend friends. That I don't have to be two separate people – I can be myself all the time. And I mean, how I act at school, you know, carries over onto the weekend. I carry that integrity with me to be who I am and I have confidence that, you know, outside of school my friends are going to like me. You know, even if I, you know, act a little goofy [slight laugh] on the weekends they're still my friends and I think that here I have learned that, you know, your life should be consistent like that. You shouldn't have to, you know, be a different person at work versus school versus your social life. I mean you can be who you are. You can, you know, act however you want and people are going to like you, you don't have to pretend.	High stress level? Note “absolutely relieving” comment. Is that for this student? Most students? All students?
	S	Wow. That's a very um - you know – takes a lot of burden off	
	K	Uh – yeah.	
	S	That's great [softly]. What about um your relationships with teachers. How are your relationships with teachers here different or similar to your middle school or elementary school experience.	
	K	I think here the teachers are so concerned about their students. They really develop close relationships with them. I mean, I feel like I can go and I can talk to my teachers on almost anything. I think in a lot of public schools the population of the school itself is just so gigantic that the teachers just don't have time to talk to all their students. And here when you only have 800 students and most of the teachers, you know, they will teach 3 to 4 classes a day, you know, they know their students. They know them by name. They know, you know, a lot of times what kind of struggles they are going through, you know. Of course teachers know that the seniors are working on college stuff right now so they can relate on them at that level. Whereas in public school, I felt like so detached from my teachers. I felt like they were only there to teach me the information, give me homework and send me off. You know, I felt kind of like . . I wasn't confident to go to the teachers. I really didn't feel like, you know, they were there to help me. I felt like they were there just to move me through the grade. And here, they really make sure that you understand the curriculum. They make sure that, you know, that you have all the opportunities you have to, you know, to go and talk to them to make sure that, you know, where you are going is where, you know, the teacher's curriculum is following. And, you	Elite/status/special Teachers there for students – consumer/customer attitude? Help versus movement?

		know, they are really concerned that all of their students kind of are prepared for the next level.	
390	S	Would you say, um . . . You know, when I was in high school there was um . . . there were teacher's pets. . .	
	K	[Laugh]	
	S	And there were people who, you know, got away with stuff and other people didn't get away with. Do you get a sense of that experience here or is that minimized?	
	K	Um. I think its definitely minimized. I mean I really don't notice a whole lot of teacher's pets. I mean, of course you are going to have the "smart girl" in the front row who always raises her hand and always, you know, gets chosen but I think the teacher's really understand that everybody should have a chance to participate and, you know, a lot of my teacher's have kind of recognized, "Okay well yeah this person always raises their hand, but let's make sure that, you know, this person can speak up if they want to."	"Smart" <i>because</i> she sits in the front row? Or smart <i>so</i> she sits in the front row?
	K	And so, I mean, I really haven't seen the teacher's pet since freshman/sophomore year when everybody is kind of, you know, still learning how everything's working. And now, its everybody participates as much as, you know, they can. And, you know, here this, you know, this environment kind of breeds, you know, enthusiasm and, you know, people's confidence in what they're saying and, you know, that they're um you know what they're saying is you know important to everyone. And so I really haven't recognized, you know, a teacher's pet per se.	Transition period – retraining to new environment/new expectations?
	K	I mean, of course, there's going to be people who the teacher's will, you know, like to listen to or, you know, that their opinion is, you know, they have a poignant opinion about something, you know. Um. I really – yeah it has been minimized here [softly]. I mean I really haven't thought about that a whole lot in contrast to my experiences in middle school. I mean, I definitely saw that more there. But I think the teacher's understanding of the students and what the students are supposed to get out of a curriculum (that's definitely [inaudible]) [softening]	Spoken in less confident or direct manner – as if pondering something not previously considered while speaking about it.
426	S	Hmm. Do you think that there is a difference in um how students interact with teachers in class because of the absence of boys – do you think that changes your behavior or the instructor's behavior?	
	K	Um. I am not really sure because I really haven't sat in on a high school coed kind of class but I think girls definitely get a sense of, you know, they know that their opinion is kind of, well important like I said before. They have confidence that what they are saying isn't going to judged by their classmates and kind of the tension between girls and guys that is naturally there – they don't feel like they have to impress someone with some profound kind of you know opinion on a reading or, you know, a note on something. I mean, they can kind of, I mean there is always going to be catty girls that will go back and forth about "Oh that is kind of a bad idea," but really if your maturity level is, you know, about normal [slight laugh], I mean you are going to really support your friends. You are going to support your classmates and what they say and, you know, it really kind of – I don't want to say that it helps it not being coed, but I think having the all girl environment, you know, everybody feels like they are on the same level playing field	A person is copying at the copy machine directly behind us and the noise level is fairly high. The person copying has taken notice of our interview and seems interested in who we are and what our purpose might be.

		when it comes to speaking up or you know offering what they can in a classroom environment.	
	S	Hmm. Um. How would you describe the conflicts that occur here as opposed to other school?	
	K	Like what kind of conflicts?	
	S	I don't know – you tell me – what kind of conflicts have you experienced? Or challenges?	
	K	Um. When you bring up conflicts I think of, you know, the little fights between girls over um you know who is wearing what to this dance and “Are you wearing the same dress as me?”	Conflicts related to status in school? Race? Ethnicity? SES?
	S	[laugh]	
	K	You know, I mean, little things. I really don't think that there's like major conflicts that happen. Yeah, there's going to be social stuff but its always like after school kind of things like, “Oh, you know, were you hanging out with so-and-so?” I mean, but that is always going to happen. And that's kind of a fact of life. But, you know, there's going to be a little bit of jealousy here and there's going to be people talking about so-and-so there but it really doesn't carry over into the school environment. I mean, I really don't think that would be the mature thing for girls here to do and they know that that's the fact. They know that they're not supposed to be doing that. They know that, you know, its not their right to be talking about other people . . . Um. I think the conflicts more or less lie within, you know, the classroom, you know its personal conflicts, like “Am I going to speak up today?” “Am I going to put out my best effort?” you know, “Am I going to work as hard as I can so that I can prepare myself for college?” I mean, a lot of the conflicts that happen aren't between the students, its between, you know themselves. You know, its whether or not they're going to put their best foot forward so that they can, you know, make their best effort and preparing themselves for college and their future in general. You know, conflicts aren't like an everyday occurrence here. I mean, you are not going to have a fight like you do on some campuses between like, you know, well guys and girls of course. You are not going to have, you know, relationship kind of problems. You are not going to have racial disagreements and stuff. I mean, the school just – the environment isn't set up to do any of that. The environment's just supportive of you growing in yourself and if you've got problems, if you need help, there is always someone to help you. I mean, they don't want you to go through these conflicts alone.	Minimizes impression of conflicts Conflict sign of immaturity Focus on self – individual performance and individual stress
461	S	So the support that you largely have observed comes from peers, comes from counseling, comes from teachers, all of the above, what do you think?	Support
	K	Probably all of the above. I think friends provide a major support in everybody's life. I mean, you've got friends that are going to stand by you and are going to try to make their best effort to understand what is going on so that you can be the happy person that you normally are. I mean, they want to see you, you know, excited about life. They want to see you succeeding in what you want to succeed in and, I mean, teachers and counselors are there to do the exact same things. They might not see you as much as your friends do but they are all kind of going towards that goal. And, I mean, they're – they make a wonderful effort to just be there all the time.	

	K	I mean, I have personally had encounters where I had to go to the counselors to, you know, seek extra help or to seek, you know, “What can I do in a situation like this?” and, you know, “Can you help me get back on track?” And the teachers, they’re kind of – you see them more often than the counselors even and, you know, on a daily basis they check in on the students. They make sure that, you know, everybody is in, you know, their best spirits and, you know, if they see something wrong of course they are going to approach a student as if any other parent or any other, you know, friend. I mean they just – they try their best to be observant of what’s going on in their own classrooms so that they can help the overall environment.	Teachers are perceived as like parent or friend
484	S	Hmm. Similarly, you mentioned parents. Um. How is the dialogue between the school and parents? What is that like?	
	K	Um. There’s monthly newspapers that come out and um of course, you know, you get you-your report card sent home to your parents. And there’s events especially for parents, too. Um. I think dialogue between the school and the parents doesn’t occur a lot. Um. And I don’t think it is absolutely necessary that it does a lot too cause kind of – the girls are preparing themselves and the parents, of course, need to kind of take a step back and let their daughters kind of go through high school and understand what they want to understand and pursue their own kind of, you know, their own path to where they are going to go. And I think the dialogue between the school and the parents is just to kind of help them get on the same track of where they’re guiding their daughters. You know, to let them know what is available as far as classes or new clubs and new opportunities and, you know, um that’s what the newsletters are for. I mean, they send it out every month. You know, the principal writes a message in it and, you know, they let you know about all the upcoming events for parents and daughters and, you know, what the students will be doing and what kind of liturgies are coming up. Um. Just – its all information that the parents can use to get themselves involved in their daughter’s life, you know, whether or not they want to [trailing off]	School -> parent dialogue No recognition of parents -> school dialogue – I would expect very involved parents since paying tuition
503	S	Do parents um volunteer or participate on campus much?	
	K	Yeah. Um. The parents are required to do volunteer hours every year. And that can be done in various different ways. They can um, you know, bake cookies for a social event, or they can come and help out at a club meeting or, you know, help organizing in the office. You know, there is a variety of different things that parents can kind of involve themselves in that might not be directly with their daughters. Uh. Of course they can do stuff with their dau-their daughters, I mean, through clubs parents have done um their own hours or you know, stuff like that. Um. My dad, for example, helps out with the robotics team with some of the administrative work and, you know, he gets his parent hours that way. Whereas my mom a couple of years ago baked cookies for a social event and that is how she got her hours in and, you know, I had no part in that. That was kind of her own thing. But, parents – they do provide a lot of help to the school itself. I mean, in organizing so many things. There’s parent committees and, you know, there’s guilds that the parents can get involved in and um . . Well, basically, the parents are just there to kind of assist the school in whatever way that, you know, they are qualified to. You know, if	Sense of obligation rather than interest – arms distance from parents? Specific to this student or a general feeling?

		parents have a certain area that they can help in, you know, if they can help . . uh because they have a company that , you know, provides . . books or, you know, they can help the school in their own way.	
527	S	Hmm. Okay. Um. So you've described a pretty strong sense of community here. Um. Thinking back from, you know, the day that you considered applying what were the major events that think helped to form your sense of community?	
	K	I think . um. Well, do you mean that's [coughs]	
	S	Over the course of your experience here	
	K	[Coughs] Um. Lets see. Definitely my experiences like within class – my own class we have . [coughs] we have like “Unity day” kind of like group assemblies that we participate in as a group. Um. You know, you can do crafts together or you, you know, pray together, I mean, there's a lot of things that within a class you do and that provides a sense of community. Um. Clubs, of course, [clears throat] . . .	
	S	Would you like a bottle of water? I have one in my bag. .	
	K	Sure. Would that be okay? [coughs]	
	S	Yeah. Absolutely. I am making you talk all this time... [Reach into my bag a get Kelly a bottle of water.] There you go...	
	K	Thank you so much. [Opens water and has a drink]	
	S	You are welcome.	
	K	Um. Clubs, of course, those are afterschool clubs or weekend clubs, those provide another social aspect of the community. [Another sip]. And I think just the overall your relation with the school itself. I don't want to say in particular any group, but, I mean how you relate to your students or how you relate to your friends. I mean, you have so much support from them and, you know, you develop relationships over the course of your four years that right now I am at a place where I've developed such a close group of people and I have such an attachment to the school that its hard to believe that in a few months I am not going to be part of it anymore and . .	Emotional attachment to school
552	K	The community, in my experience, has just-its always been supportive for me. I went through a tough time between my sophomore and junior year um with some health problems and such and, I mean, as soon as I came back to school I knew that I had people on my side. I knew I had people who wanted to help me toward my goals and to get me back on track and to get me where I wanted to go. They knew what my goals were. They knew what kind of a person I was and so they really just helped me . . jump back on the bandwagon and get going where I was going in the first place.	Much use of the word “support” and “on track” – very focused on outcome
	S	Hmm.	
	K	So its just –it's a lot of support, it's a lot of love, it's a lot of just general compassion from everybody that I have met here.	Support
	S	Hmm. Are there major um rituals, events, you know, annual events, things that you look forward to [participate?	
	K	[Of course. Um. Provincial Day is the first thing that comes to mind. The school has an annual, kind of – its almost like a birthday party. Um. They have a theme every year and its basically just a time for the whole school to come together and kind of, you know, enjoy the talents of people, to enjoy you know hanging out with your friends. Um. Its kind of just one big party of the day and you spend it with the whole community. I mean, usually they	Says “they” instead of “we” – does this reflect administration as organizers and students and separate? Spoken in a kind of

		have an assembly or an event that you watch together and then from there you eat lunch with your friends and then you can go to different stations and . . . It-its – that’s one of the things that I always look forward to.	sing-song elongation of vowels
578	K	Um. Homecoming is another one. There is a whole week of events called “Spirit Week” and, you know, they start out with, you know, everybody dresses up the same way and then they have, you know, certain days that are class competitions and . . . you know, and then it kind of all ends up with the rally at the end of the week which, you know, each individual class does their own kind of thing [The Assistant Vice Principal comes through the doorway to check on us]	
	S	Are we overtime?	
	AVP	I’ll give you a heads-up. Have you eaten lunch yet?	Odd response. Not direct answer to time question.
	S	No.	
	AVP	Why don’t you join me for lunch in the faculty room and we’ll grab lunch and then we will do our interview while we eat.	
	S	Okay. Okay. We’ll wrap up quickly.	
	AVP	Okay. [AVP departs]	
	S	I wasn’t keeping track of time – you probably have someplace to be [to Kelly]	
	K	Oh. That’s okay. I am going to my math class and its okay.	
	S	Oh good.	
	K	But, yeah “Spirit Week” is a big one and then just small events in the spring that kind of are, you know, backups to “unity days”. Um. Unity-um backups to unity PS day. Um. There’s “Unity Day”- that’s in the early spring. We just had it a few weeks ago where, you know, within your class you actually just do a lot of spiritual reflection on, you know, what the year has meant and where you want to go from there. and especially senior year its so meaningful to hear people’s experiences and what people have gone through and then where they feel like they are going from there. And its just kind of opens your eyes to “Wow! Its almost over” you know, its time to head out again.	Wants to continue. Need to try to revisit this and flesh out “community” and fears of future challenges.
	S	Well, I so appreciate you sharing this time with me and your insights because you are really doing some great things.	
	K	[laughs] Thank you	
602	S	Its very exciting. Alright. Well I am going to let you go to math. [Turn off recorder]	
		We spoke briefly as we stood to leave. I asked which schools she had applied to – she applied to USC, UCLA and MIT in New York. We talked about the distance to MIT based on her concerns earlier about being far from home and joked about Southwest Airlines \$39 rates in California. So acknowledged that she had already thought about the fact that it would be easier to come home from LA. I asked if she had applied to my alma mater, Cal Poly SLO and she said she has lots of friends who want her to come there but that they did not have Aeronautical Engineering	Odd, I recall a huge rocket engine on display when I was a student – perhaps she means not a <i>big</i> program or <i>as reputable</i> in this sub-specialty? Seems she is very focused on this goal and has specific criteria for next school in mind.

Diagram of setting – Publication Room

