

**The Pre-Law e-Newsletter from Pre-Professional Programs & Advising**  
**\*Best viewed in HTML\***

Vol. 3, No. 14

Friday, April 23, 2010 – Thursday, May 6, 2010

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1. MESSAGE FROM ANA L. DROSCOSKI, ESQ.

This will be the final Pre-Law e-Newsletter of the 2009/2010 academic year. Remember that our office is open over the summer and that I am available for both in person or phone appointments. To schedule an appointment, visit the following link:

<https://www.securedata-trans10.com/ap/johnshopkinsuniversityofficeofpreprofessionalprogramsadvising/index.php?page=10>

To those that intend to apply this upcoming Fall, for law school matriculation the Fall of 2011: Be sure to request your letters of recommendation from professors by this semester's end. Doing so will allow adequate time over the summer for recommenders to complete the letter and meet the suggested deadline for return to LSAC of September 1. If you have questions about this process, please schedule an appointment with me.

To those that that applied this past Fall 2009: I would love to know your final outcomes. I will not receive your law school outcomes data until January/February 2011. Please pass along the good news, via email or in person!

To everyone: Good luck with the remainder of your coursework, with finals and your papers.

Have a fantastic summer!

2. JUSTICE STEVENS RETIREMENT

On Friday, April 9, 2010, John Paul Stevens, the longest-serving Supreme Court justice on the bench, announced that he would retire at the end of the term. For background information on the Justice, visit the following

link:[http://topics.nytimes.com/top/reference/timestopics/people/s/john\\_paul\\_stevens/index.html](http://topics.nytimes.com/top/reference/timestopics/people/s/john_paul_stevens/index.html).

The Op-Ed editors of The New York Times asked six of his former clerks to share their memories of working for him. The piece entitled, "My Boss, Justice Stevens," has vignettes by Susan Estrich, Eduardo M. Penalver, Jeffrey L. Fisher, Cliff Sloan, Deborah N. Pearlstein and Joseph Thai that are not only interesting to read, they reveal the human element and a peak into the mind of a man holding one of the most powerful positions in the country. Their accounts can be found here:

<http://www.nytimes.com/2010/04/11/opinion/11stevens.html?scp=1&sq=Steven%27s%20Clerks&st=Search>

It'll be interesting to follow news of Justice Stevens' replacement appointment. To learn more about the potential nominees & frontrunners, visit:

[http://www.huffingtonpost.com/2010/04/09/stevens-replacements-who\\_n\\_531712.html](http://www.huffingtonpost.com/2010/04/09/stevens-replacements-who_n_531712.html)

3. EMPLOYMENT OPPORTUNITY: SUMMER 2010 STUDENT INTERN, CONGRESSIONAL & PUBLIC AFFAIRS, MILLENNIUM CHALLENGE CORPORATION

## ABOUT MCC

The Millennium Challenge Corporation (MCC) is a U.S. Government corporation whose mission is to provide assistance that will support economic growth and poverty reduction in select developing countries that demonstrate a commitment to just and democratic governance, economic freedom, and investments in their citizenry. MCC offers an internship program for undergraduate students with a desire to work in the international development field.

## MCC STUDENT INTERNSHIP PROGRAM

The MCC Department of Congressional and Public Affairs (CPA) is currently recruiting candidates for the summer 2010 internship session. Internships are available in the following areas: congressional affairs and public affairs. CPA is responsible for increasing public awareness of MCC's mission, goals, and its accomplishments. The Department manages MCC's relationship with members of the House and Senate, Office of Management and Budget, NGOs, think tanks, the private sector, as well as inter-agency Board representatives. In addition, CPA produces all MCC materials for public distribution, coordinates all agency public events, manages MCC's visual brand identity worldwide, and is responsible for maintaining the MCC public and internal websites.

## DUTIES

Candidates applying for the Congressional Affairs Student Internship will attend legislative hearings; manage Hill deliveries; compile information for Hill stakeholders; manage digital archive of congressional notifications; maintain list of congressional contacts; create and manage a MCC quotations database; and assist with various research projects as assigned.

Candidates applying for the Public Affairs Student Internship will assist in gathering press clips; writing and editing public materials; maintaining CPA's library of public materials; compiling and preparing press packets and materials; staffing public outreach events; staffing MCC's exhibit booth at various conferences; and assisting with various research projects as assigned.

APPLICATION DEADLINE: APRIL 30, 2010

## HOW TO APPLY

The primary method of applying for this vacancy is online at: [www.mccjobs.us](http://www.mccjobs.us)

For more information on any of the above, visit:

<https://www.avuecentral.com/casting/aiportal/control/fromUSAJobs?referenceCode=LCZFF>

## 4. INTERVIEW: ZACHARY M. DiIONNO (JHU '06), CORPS MEMBER, TEACH FOR AMERICA

Zachary M. (Zach) Dilonno graduated from The Johns Hopkins University (JHU) in May 2006 with a Bachelor's in Political Science. Zach was the quarterback of JHU's varsity football team, where he helped guide the team to four conference championships. As Co-Captain his senior year, he played a part in leading the team to its first NCAA birth in JHU history. In addition, Zach was a member of the Alpha Delta Phi fraternity, where he served as Social Chairman for one year.

During his undergraduate career and between semesters, Zach worked for his father's mortgage banking business in New Jersey. The summer of his junior year, he was an Assistant Manager for Southampton Parks and Recreation. Upon graduating, Zach spent a year working as an intern for Sachs Consulting in New York City during the day and as a bartender in New Jersey at night.

In June 2007, Zach joined Teach For America (TFA) in the Hawaii region as a middle school special education teacher where he's taken on leadership positions within the organization, including Transition Team Corps Culture Leader. Concurrent with his two year TFA term, Zach completed a full-time Master's in Education program at the University of Hawaii. Upon finishing both his TFA commitment and Master's in June 2009, Zach decided to stay at his placement school for a third year. At this time, Zach continues his teaching duties and has also joined State Senator Norman Sakamoto's campaign for Lieutenant Governor.

Zach is currently deciding which law school to attend, but will begin pursuing his law degree the Fall of 2010.

#### Questions

1) Describe a typical day as a Corps Member, Teach for America.

At the end of my senior year in 2006, I was accepted into the Teach For America program, unsure of what I was getting myself into. With a little under two weeks to prepare to leave for Hawaii after graduation, I requested and was granted a year deferment from the program. I spent my year off working part-time as a bartender to save money for the 5,000-mile move as well as interned at Sachs Consulting in New York. I moved out to Hawaii in June 2007. Soon after, I realized that the Teach For America program would not be a two-year program, but a lifetime commitment to education reform. My teaching placement was middle school special education. Between lesson planning, long-term units, data tracking, behavior support plans, and parent conferences, I started to see the effects of No Child Left Behind on my school in terms of accountability measures. Though I believed my efforts in the classroom were worthwhile, I conceded that for serious academic achievement to occur in the classroom, policies needed to be reviewed, revised, or even rewritten to support those efforts. So began my interest in pursuing public policy, specifically education reform. As I neared the end of my two years with thoughts of law school on my mind, I decided my school and students needed me more than I needed law school. The third year at my placement school proved to be a great decision, as I became more involved in the programming of the school, while still maintaining first-hand contact with my 7th and 8th grade students. As my third year winds down, I am prepared to enter law school and pursue a career in education reform -- taking my fight to close the achievement gap to the state or federal level.

2) What types of post-graduation opportunities did you research? How did you go about your search?

In the second semester of my senior year, I considered law school as a post-graduation endeavor but never mustered the effort to take the LSAT. From what I learned from campus recruiters and friends who were active in the program, Teach For America would be an all-consuming effort that would occupy me for two years. However, since I wasn't ready to make the big leap across the Pacific, I stayed home in New Jersey to bartend and save money for the expensive move. One day, I received a random call from a fellow student at Hopkins who said that she was working for a small consulting firm that was looking to hire interns. After an interview, I began my internship with Sachs Consulting in New York, which specialized in healthcare policy and anti-piracy law/copyright infringement in the music and movie industry. The "small firm" environment gave me the opportunity to work closely with the executive consultant, Jeffrey Sachs, who became a mentor for me as I prepared to spend the next two years teaching special education to middle school students in Hawaii. In June 2007, I left for Hawaii to begin my TFA tour of duty.

3) What made you choose this particular position and has it met your expectations?

As I mentioned before, Teach For America isn't just a two-year experience that you undertake to "build your resume or take time off." It is a mind-set, a way of life -- a calling that envelopes you. I initially looked into the program because it offered an altruistic pathway of work, namely teaching in underserved, underperforming schools, while many of my friends looked into positions in finance on Wall Street. Sometime during my senior, I spoke to an older fraternity brother/football teammate who was in the program at the time and teaching in Charlotte, North Carolina. To my surprise, he was bursting with passion, excitement, and promise for the difficult task set before him of closing the achievement gap within his 35-student classroom. Our conversation sparked my interest, so, after being sought out by a campus recruiter, I decided to send in an application. At the time, law school was not really on my radar. At the second round, in-person interview, I was able to rank which regions I preferred to teach in as well as the age level and content area. A couple of weeks later, I received my placement of middle school special education in Hawaii. Having no prior experience in special ed. or living in Hawaii, I approached the position with enthusiasm for the opportunity to do something radically different but hesitation of the unknown. After my first semester teaching 7th grade special education in Ewa Beach, Hawaii, I couldn't believe how deeply moved I was by the movement; after all, this was our generation's civil rights movement. At the same time, I was enrolled in a two-year master's program at the University of Hawaii, a requirement for teachers like myself to maintain our emergency hire status. Any profession that I was interested in pursuing throughout college (action sports industry, finance sector, consulting, etc.) paled in

comparison to the sense of duty I felt in serving my underserved students. Others who joined the corps in Hawaii were also super dedicated, highly motivated graduates from top universities who did not allow poverty, lack of parental involvement, or an absence of teaching resources to impede their efforts to raise student achievement two years in one academic year. Granted, there were points throughout the two years where I felt overwhelmed and questioned my decision to remain in the movement. However, after successfully completing my master's at the same time as my TFA tenure, there was little question whether I should stay for a third year at my placement school when my contractual commitment ended and join the alumni movement. Serious reform efforts were occurring in the country, and President Obama was sending a \$4 billion education bill through Congress. I started to see that I was in an advantageous and knowledgeable position to deeply involve myself in education. During my third year, I took the LSATs, and, in November 2009, sent out my applications for law school. It was time to take the fight for educational equality to a legislative level, and I felt law school could equip me with the set of analytical, communicative, and thinking skills needed to enter the policy arena.

4) What do you think you have gained from this position and from taking time off before law school? Given the choice, would you do it again?

Personally, taking time off before law school was a very wise decision. The four years of work experience which included a consulting internship, and three years of teaching under the governance of Teach For America along with the two year master's program helped me mature dramatically from where I was when graduating from Hopkins in 2006. Had I applied to law school straight out of undergrad, I would have most likely hated it, because there wasn't anything I was extremely passionate about to pursue. Now, as I enter law school in the fall with an open mind, I have a strong interest in public policy and politics given my experience in the classroom. My fuel is the memory of my students and my vehicle for reforming education policy is a law degree. I feel that tangible work experience before law school helps you to be more acute in where you want to go to law school, but, more importantly, the experience helps you make law school best serve your needs. If I could do it all over again, I absolutely would. In hindsight, I would have liked to work an internship or fellowship in Washington, D.C. during the summer months between school years to familiarize myself with the city (it was a top choice of law school locations). At the same time, those precious two months off allowed me to regroup, realign my focus in my profession, and enjoy living in Hawaii.

#### Contact Information

If you would like to learn more about being a Corps Member, Teach for America or have additional questions for Zach Dilonno, you may contact him directly via email at: [zachdionno@gmail.com](mailto:zachdionno@gmail.com). For more information, generally, about Teach for America, you may also visit: [www.teachforamerica.org](http://www.teachforamerica.org).

#### 5. UPCOMING PRE-LAW MEETINGS AND PROGRAM ANNOUNCEMENTS

Upcoming LSAT Administration for 2010

Location: On Campus -- Hodson 110 (tentative). Check with LSDAS for definitive and additional testing locations.

Date: Monday, June 7, 2010

Time: Registration begins at 12:30a - consult with LSDAS for all controlling details

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**STAFF IN THE OFFICE OF PRE-PROFESSIONAL PROGRAMS AND ADVISING**

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The Administrative Coordinators are available to answer questions regarding your file:

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Please feel free to use the resource library between 8:30 a.m. and 4:30 p.m. everyday or visit our website <http://web.jhu.edu/prepro/> for additional information.