



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

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Friday, January 29, 2016

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1. MESSAGE FROM ANA L. DROSCOSKI, ESQ.

Welcome back! Hopefully everyone had a great winter holiday break and also enjoyed snow storm Jonas.

The Office of Pre-Professional Advising is pleased to announce the launch of our new website! Visit our new website at studentaffairs.jhu.edu/preprofadvising.

In addition to a more modern design, our new website features easier navigation, improved organization and utility, and accessibility for mobile devices.

Under Pre-Law, be sure to check out:

- [Pre-Law Student Public Volunteer & Internship Opportunities](#)
- A featured [interview](#) from the most recent Pre-Law Newsletter and [archives](#) dating back to 2007!

2. LEGAL EDUCATION & THE LEGAL INDUSTRY IN THE MEDIA

Gershman, Jacob. **“Early Signs Pointing to Increase in Law School Applicants.”** *The Wall Street Journal: Law Blog*. Web. 23 Dec. 2015. <http://blogs.wsj.com/law/2015/12/23/early-signs-pointing-to-increase-in-law-school-applicants/>. -- per LSAC, as of Dec. 18, law school applications were up 2.9% from the applicant total recorded a year ago at the same point in the admissions cycle.

Kitroeff, Natalie. **“The Best Law Schools Are Attracting Fewer Students: The legal education crisis is spreading.”** *Bloomberg Business*. Web. 26 Jan. 2016. <http://www.bloomberg.com/news/articles/2016-01-26/the-best-law-schools-are->

[attracting-fewer-students](#). -- examines the application numbers at the top law schools, and finds that the market is drying up even there.

Weiss, Debra Cassens. “**Revised outlook for growth in lawyer jobs is glum.**” *ABA Journal*. Web. 28 Jan. 2016.

http://www.abajournal.com/news/article/revised_outlook_for_growth_in_lawyer_jobs_is_glum/. -- The Bureau of Labor Statistics estimates the number of lawyer positions will increase by just 43,800 jobs between 2014 and 2024.

3. OPPORTUNITY: IMMIGRANT JUSTICE CORPS

For those of you interested in immigration law and searching for a gap year(s) opportunity, consider this:

Immigrant Justice Corps (IJC) is the country's first fellowship program dedicated to providing high quality immigration legal services. Community Fellows are recent college graduates who spend two years conducting outreach and legal intake in neighborhoods throughout New York City and the surrounding counties. They screen low-income immigrants for legal relief and help them file applications for citizenship, green cards, DACA, and more. Community Fellows become Board of Immigration Appeals accredited representatives. Their work is directly supervised by experienced immigration attorneys.

Students who are completing their undergraduate degree by August 2016 or completed it in 2015, and who speak another language in addition to English, are eligible to apply.

IJC will hold two Q & A conference calls for potential applicants. The first will be Tuesday, February 9th at 5 p.m. EST and the second Tuesday, March 1st at 5 p.m. EST. Register here for dial-in information:

<http://goo.gl/forms/v2lqt2tDYb>

Applications for the 2016 class are now open!

[Please visit Immigrant Justice Corps' website to apply.](#)

Deadline: March 20, 2015

For more details about the fellowship and application process, visit

www.justicecorps.org.

4. INTERVIEW: ERIKA SANCHEZ (JHU '13), GENERAL EDUCATION FRESHMEN SOCIAL STUDIES TEACHER AT WAIANAE HIGH SCHOOL AND TEACH FOR AMERICA CORPS MEMBER

Erika Sanchez is currently in her third year as a General Education Freshmen Social Studies Teacher at Waianae High School and Teach for America (TFA) Corps Member. In this capacity, she develops and implements daily lesson plans, unit plans, and long term-pacing guides and is the Social Studies Course Alike Lead at her school. She also created and advises the Waianae High School Dance Team and Mouna Farming Club.

Concurrent with her TFA experience, Erika received her MS in Education from Johns Hopkins University School of Education.

Erika graduated from Johns Hopkins University (JHU) in May 2013, having majored in Sociology and minored in Anthropology. While at JHU, Erika was President of her sorority Phi Mu, Director of Fundraising for the JHU Model UN Conference, Publicity Staff Member for the MSE Symposium, and a Committee Member for the Undergraduate Committee in Sociology. During her college summers, she was an Investigator at Georgetown University Law Center, a Sales Associate at Nordstrom, and an Intern at the Law Office of L. Maxwell Anastopoulos.

Erika Sanchez is a native Spanish speaker from San Diego, CA. She is applying to law school this cycle, for Fall 2016 matriculation.

Questions

Describe a day in the life of a General Education Freshmen Social Studies teacher at Waianae High School and Teach for America Corps Member.

I arrive to work at 7 am, and scurry to the copy room to make copies of the documents needed for the day before the morning rush of teachers. I head to my classroom to organize the items needed for the day. I write the agenda and learning target on the board; set up the projector; distribute white boards on each student's desk for bellwork; respond to emails; do any last minute lesson preparations and open the windows and turn on the ceiling fans (because my classroom has no air conditioning, despite the daily 85 degree weather).

I teach during the first, third and fourth periods. Our school has block scheduling, so students take a year long course in one semester, and classes are about an hour and a half long each day. There are four periods in total each day. My first year I taught two different courses, but this year I teach one and each look fairly similar. Variances lie in the types of students in each class. I have had students with Individualized Education Programs, and students who are English Language Learners and barely speak or write English. Third and fourth periods tend to present more challenges because the kids are tired, hot and hungry (many do not eat lunch).

A class will begin with me standing at the door and greeting each student with a fist pump or a handshake as he or she enters the room. The kids sit down in their desks, and answer the bellwork question that is projected on the board on their mini-white boards. We review the answers to the bellwork, and then I give announcements and present today's learning target. I have them take out lined paper to take notes, and I do a 10 minute lecture on history content while they take notes. During the lecture, I will stop do a check for understanding where the students get on a website called Socrative on the iPads and type an anonymous answer to a question from the content I taught. After we finish the lecture, we do a four corners activity, where students choose to stand in a certain corner of the room depending on their opinion on a statement.

Then, I direct the students to pair up and read a short reading followed by an activity with their partner. The activity requires them to answer questions from the reading or create a poster illustrating what they read. I circulate the room checking on behavior and on the students' understanding of the assignment. I provide extra support or more challenging tasks where each is needed. The pairs then present their posters to the class. The class ends with a formative assessment, which tests what the students should have learned that day.

Second period is my "non-instructional time" during which I meet with my freshmen social studies course alike team of 6 teachers. I am the course alike lead so I have various tasks, like set the daily agenda, run the meetings, ensure our pacing guide and assessments are complete, and run data team cycles.

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

I had actually planned on going to law school directly after college, but after much reflection, I realized I was not ready. Teach for America was recruiting at Hopkins, and I knew a friend who had done the program so I applied and was accepted. Once I decided not to go to law school, I decided to accept Teach for America's offer to teach on the island of Oahu in Hawaii.

To be frank, I cannot recall having any expectations. It all happened very quickly. I accepted the program in late March, was tremendously busy with Phi Mu responsibilities, the demands of my major and all the events of a college senior until May, and then 5 days after graduation I flew out to Hawaii for our Teach for America orientation. After 4 days of orientation, we all flew out to Phoenix, Arizona for a month of intense training on how to be an educator in the communities TFA serves around the country. I moved to Hawaii in early July, and began teaching in late July.

However, I will say that teaching is an extremely challenging career requiring so much patience, reflection and practice. New educators often have very idealistic expectations of how their classroom will function and how they will interact with their students, but kids are a very unpredictable bunch and offer a myriad of different challenges depending on their age group. Additionally, teachers must be responsive to parents, their course alike team, their department, and grade level colleagues, and the administration. I do not believe even a formal bachelor's degree in education can prepare someone for the challenges of being a teacher, but on the bright side, despite all of these things... seeing or hearing curiosity, understanding, and pride in a student is the most incredibly rewarding feeling an educator can experience, which is also unexpected.

Did you pursue anything else during your interim years before beginning law school? How did you go about researching each of these opportunities?

I actually did pursue something I had never planned on doing before. I went to graduate school! The year I joined Teach for America, TFA began a partnership with, ironically, the Johns Hopkins School of Education. TFA corps members could apply to the JHU

SOE and pursue their master's degree by taking courses online. I received my Master's of Science in Educational Studies last May.

A wonderful aspect about taking time after college to explore another interest or pursue a unique challenge before law school is the one or many unplanned opportunities that will present themselves. I have participated in and learned so many different things over the past three years that I never would have been exposed to otherwise.

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

Taking "time off" before law school was definitely the best decision I have *ever* made for myself. I was blessed with three years that allowed me to understand the culture and multitude of cultures in Hawaii; witness educational inequity in the United States; work and collaborate with individuals of many different ages, nationalities, sexual orientations, races, religions and ethnicities; understand the impact of legislation on various populations; formulate more solid opinions on major social and political issues; grapple with the frustrating effects of American history; truly appreciate my feminist identity; and much more.

I definitely would do my experience over again. It completely reaffirmed (and in some ways, clarified) my reasons for wanting to become an attorney.

What types of undergraduate opportunities did you pursue that led to your decision to apply to law school?

I am not sure if my undergraduate opportunities necessarily *led* me to my decision to apply to law school. I already knew I wanted to apply to law school for the most part, but mediating situations and following bylaws and procedures as Phi Mu Fraternity president as well as summer internships and knowledge gained in my sociology, anthropology and history courses definitely contributed to my desire to go to law school as well.

Were there any other experiences that you felt were particularly helpful in strengthening your application to law school?

I am currently in the application process, but I decided to retake the LSAT this December in hopes of increasing my score. Although studying is very time consuming, I know a higher score will strengthen my application.

Contact Information

If you would like to learn more about TFA, or have additional questions for Erika Sanchez, you may reach her via email at erikapatriciasanchez@gmail.com.

5. UPCOMING PRE-LAW STUDENT MEETINGS & PROGRAM ANNOUNCEMENTS

Upcoming LSAT Administration

Location: Visit <http://www.lsac.org/jd/lsat/testing-locations> for testing location information.

Date: February 6, 2016 / June 6, 2016

Time: Registration begins at 8:30 am for the February exam -- consult with LSAC 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 visit our website <http://web.jhu.edu/prepro/> for additional information.

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