



**Office of the State Superintendent of Education
(OSSE) Apprenticeship in Teaching Program**

Application Workshop

Jan. 14, 2026 | Office of the State Superintendent of Education



Agenda

- Welcome
- Program Pathways and Application Process Recap
- Guidance on the OSSE Application Process
- Information about the UDC Application
- Decision Process and Questions
- Resources and Next Steps



Program Pathways Recap



Pathways

- **Bachelor's Degree Pathway:** This pathway is open to individuals who are currently employed as a paraprofessional or teacher's aide within DCPS or a DC public charter school, as well as individuals who are providing high-impact tutoring throughout the District. Applicants must not currently hold a bachelor's degree.
 - **Paraprofessionals:** Individuals who apply to the Bachelor's pathway will continue working full-time at the schools in which they are currently employed while completing coursework leading to a bachelor's degree.
 - **High-Impact Tutors:** Individuals who apply to the Bachelor's pathway will need to accept employment as a paraprofessional or teacher's aide within DCPS or a DC public charter school by July 1, 2026. Apprentices in this pathway will work full-time at the schools at which they accept employment while completing coursework leading to a bachelor's degree.
- **Master of Arts in Teaching (MAT) Pathway:** This pathway is **open to individuals who are currently employed as a paraprofessional or serving as a High-Impact Tutor** within a DCPS or a DC public charter school who **currently hold a Bachelor's degree**, and have not yet met the eligibility requirements to obtain an OSSE initial educator credential.



Application Process Recap



Bachelor's Pathway: Application Process

The application process includes the following steps:

- Schedule a meeting with your school leader to request a letter of recommendation
- Access the OSSE Apprenticeship in Teaching Program application on the [OSSE Apprenticeship in Teaching website](#) starting on **Jan. 12, 2026**
- Complete and submit the OSSE Apprenticeship in Teaching Program application to OSSE by **Feb. 15, 2026 at 11:59 p.m. ET**. Application sections include:
 - Personal Information
 - Program Selection and Eligibility
 - Program of Study
 - Written Response Questions
 - School Leader Contact Information
- Apply to UDC using the [Common App](#) by **March 6, 2026**



Master of Arts in Teaching Pathway: Application Process

The application process includes the following steps:

- Schedule a meeting with your school leader to request a letter of recommendation
- Access the OSSE Apprenticeship in Teaching Program application on the [OSSE Apprenticeship in Teaching website](#) starting on **Jan. 12, 2026**
- Complete and submit the OSSE Apprenticeship in Teaching Program application to OSSE by **Feb. 15, 2026 at 11:59 p.m. ET**. Application sections include:
 - Personal Information
 - Pathway Selection and Eligibility
 - Program of Study
 - Written Response Questions
 - School Leader Contact Information

Please Note: For the MAT pathway, OSSE asks that applicants wait until they are referred to the second round of the process to submit a UDC application.



**Guidance on the OSSE Application
Process**

Recommendations for Completing Your Application



The OSSE Apprenticeship in Teaching Program team recommends that applicants take the following steps when completing the OSSE application:

1. Schedule a meeting with your school leader in advance of starting your application
2. Draft the responses to the short answer questions in a word document so you can revise them over time before copying them into the application
3. If you feel comfortable, ask a friend or colleague to read your short answer responses and provide feedback
4. After you fill out your application, read through the application for spelling and grammar and ensure that you have completed all required questions
5. Try to submit the application ahead of the final deadline, in case you encounter any technical difficulties

Please complete the application using your own experiences and narratives. OSSE uses your short answer responses to gain an understanding of your interest in becoming a certified teacher, your skills, and the approach you would bring to the program. Therefore, **the use of AI to generate responses is prohibited.**

OSSE's Evaluation Metrics for Short Answers



The OSSE Apprenticeship in Teaching team will evaluate these questions based on the following metrics:

- **Strength and specificity of your response:** We ask you to share thoughtful and specific responses to the questions. We encourage you to include multiple examples, where possible, as part of your responses. Sharing detailed responses enables our team to develop an understanding of your teaching goals and your approaches to working with your colleagues and families.
- **Completeness of your response:** We ask that you write at least 150 to 200 words for each response so that our team can learn more about your interest in this program.
- **Clarity of writing:** We ask that you review your responses for spelling, grammar, and punctuation.

Sample Short Answer Response

Describe a time when you collaborated with peers, coworkers, or external partners to achieve a common goal or address a shared challenge. In your response, please outline the steps you took to facilitate effective collaboration, highlight any challenges you encountered, and reflect on the outcome of the collaboration. Additionally, discuss how this experience has influenced your approach to teamwork and collaboration in the workplace.

During my service with an after-school program, I collaborated with educators, parents and nonprofit community partners to provide out of school time academic support for students in grades third through eighth. The after-school program intended to offer academic assistance to six Title 1 schools. My colleague and I would support program participants during their English Language Arts period; we would be present in the classroom during instruction. Once the teacher would close her lesson and presentations, my colleague and I were available to help students with reading comprehension and writing assignments. My colleague and I would share the responsibility of ensuring that students collected all reading materials, assignment sheets and supplies needed to complete homework tasks. Thirty minutes before school dismissal, my colleague and I would leave the school to meet the students at a community center where we would serve a snack and help the students with homework assignments. Once the students have completed homework or independent reading, I would facilitate an interactive dialogical reading session with third through fifth grade students. During the students participation in the learning program we worked with parents, we attended parent teacher conferences and listened to parents' input and concerns. The after-school program became very popular because data proved that while receiving support from the after-school program, students assessment scores improved significantly. My colleague and I made sure to confer with our students' English Language Learner teachers; the ELL teachers were very pleased to share the evidence and data demonstrating students academic growth and success.

The popularity of the after-school program grew immensely. Since we were serving a small county, we did not have a sufficient amount of facilities to accommodate our growing population. My colleague and I connected with local faith based and governmental social sector agencies, requesting spaces to facilitate our students. Fortunately, many local community agencies granted spaces for us to continue providing our students with after school and summer learning support.

This was a very rewarding experience for the students that me and my colleague wholeheartedly served, however, this experience was one of many that has influenced my approach to teamwork and collaboration. I look forward to working with others. I am always interested in other's ideas and perspectives especially when the intention is to provide creative and effective means to students' successful learning processes and outcomes.





Strengths of Sample Short Answer

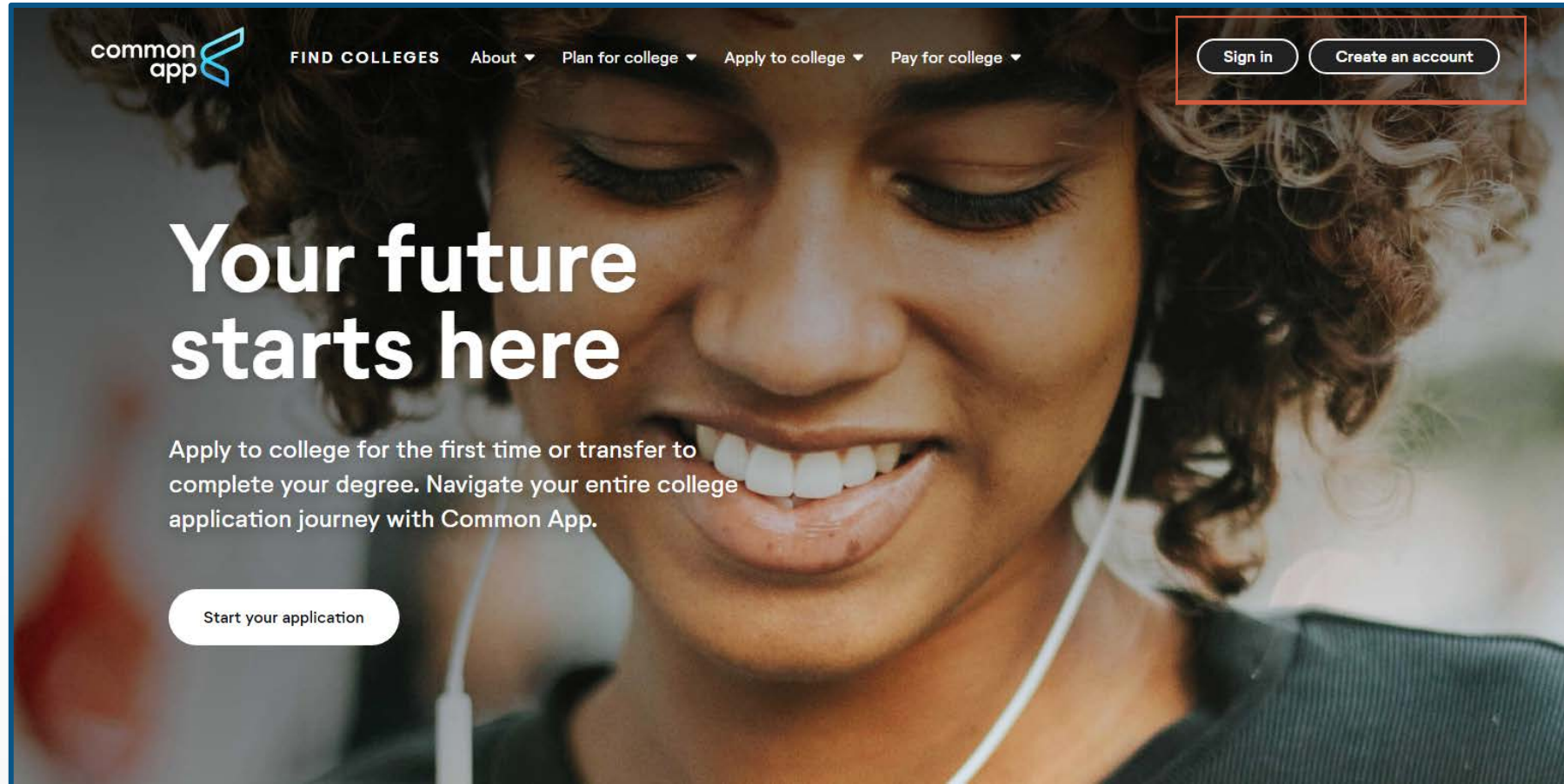
The sample short answer had strengths in the following categories:

- **Strength and specificity of the response:** The response provides multiple examples, including:
 - Steps they took individually and with their colleague both in school and during the after school program
 - A specific challenge they faced (e.g., "Since we were serving a small county we did not have a sufficient amount of facilities to accommodate our growing population)
 - Learnings about collaboration and how it connects to their work with students
- **Completeness of the response:** The response is 388 words and answers all parts of the question.
- **Clarity of writing:** The response is well-organized because the writer starts by providing the context for their work in their school and in their after-school program, then includes a paragraph that outlines the challenge they faced with the lack of space for their program and then concludes with a summary of the outcome of their work. There are only a few grammatical errors.



UDC Application

Bachelor's Degree Pathway: Common Application



The Common App is accessible via the following link: <https://www.commonapp.org/>

Master of Arts in Teaching Pathway: UDC Application in Salesforce

UNIVERSITY OF THE DISTRICT OF COLUMBIA 1851

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Save my progress and resume later | [Resume a previously saved form](#)

Please select your language (if other than English).

Select Language

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Application Instructions

We are excited that you have decided to apply to the University of the District of Columbia, where dreams take flight!

If you are unsure which application type you should complete, please review the application requirements below after making a selection.

The submission of the wrong type of application type, or more than one application will significantly delay the review of your application.

Application Types *

Graduate Degree

Application Selected: Graduate Degree

You should apply to UDC as a Graduate Degree Applicant only if ALL of the following conditions apply:

- You are seeking a Graduate degree
- You have earned a Bachelor's degree from an accredited post-secondary institution

The UDC graduate application is accessible via the following link: <https://udc.tfaforms.net/61>

Decision Process for Both Pathways

The OSSE Apprenticeship in Teaching program application and the UDC application **are two separate application processes**. Throughout the application process, you will receive communication from both OSSE and the UDC admissions team. Please **monitor your email regularly** for information from the two teams.

	Bachelor’s Degree Pathway	Master of Arts in Teaching Pathway
First Round	Feb. 15: Submit OSSE Application March 6: Submit Common Application to UDC	Feb. 15: Submit OSSE Application - OSSE will review all applications
Second Round	Mid-April: Receive invitation to complete a virtual interview with the UDC team, if selected for the second round UDC reviews transcripts, applications, and interviews	Feb. 16 – Feb. 27: Applicants selected to advance will participate in a virtual interview with a member of the OSSE team
Third Round		By March 6: Receive invitation to complete the UDC graduate application, if advanced to the third round By April 1: Submit the UDC Application and Transcripts Mid-April: Receive invitation to complete a virtual interview with the UDC team. UDC reviews applications and interviews
Fourth Round	June 2026: OSSE and UDC teams review applications and anticipate making conditional offers.	June 2026: OSSE and UDC teams review applications and anticipate making conditional offers.





Resources and Next Steps



Application Support and Resources

- **Email Support:** The OSSE and UDC teams will be available throughout the application process to support you and answer and questions you have. Please email questions to the following emails:
 - OSSE Application Questions: osse.apprenticeship@dc.gov
 - UDC Undergraduate Application Questions: Please contact the team member for your application type, found [here](#).
 - UDC Graduate School Application Questions: gradadmissions@udc.edu or tharrison@udc.edu
- **OSSE Resources:** Please visit the [OSSE Apprenticeship in Teaching Program webpage](#) for application process resources, including:
 - FAQs
 - Application Checklist
- **UDC Admissions Resources:** Please visit the [UDC Admissions web page](#) for application resources.

Next Steps

- Bachelor's Degree Pathway
 - Review the [Bachelor's Degree Application Checklist](#)
 - Work on your OSSE application and **submit by Feb. 15, 2026 at 11:59 p.m. ET**
 - Work on your [UDC application](#) and **submit by March 6, 2026**
 - Please continue to monitor your email for any updates from the OSSE and UDC teams
- Master of Arts in Teaching Pathway
 - Review the [Master of Arts in Teaching Application Checklist](#)
 - Work on your OSSE application and **submit by Feb. 15, 2026 at 11:59 p.m. ET**
 - Please monitor your email for information from the OSSE Apprenticeship in Teaching team.
- Reach out with any questions to the OSSE and UDC teams:
 - OSSE Application Questions: osse.apprenticeship@dc.gov
 - UDC Undergraduate Application Questions: Please contact the team member for your application type, found [here](#).
 - UDC Graduate School Application Questions: gradadmissions@udc.edu or tharrison@udc.edu



Thank you!