BORIS A. KRICHEVSKY

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EDUCATION

University of Washington - Seattle, Ph.D. in Special Education & Teacher Education — 2020

Dissertation Chair: Charles A. Peck
Committee: Ken Zeichner, Jane West, Kirstin Foot
Dissertation Title: "Partnerships in Tension: An Activity Theory Analysis of the University-School Relationship in Teacher Education"

Brooklyn College, M.S. in Education (distinction) — 2010

Specialization: Secondary Special Education

University of Wisconsin - Madison, B.A. in Philosophy & Political Science — 2007

GRANTS AND AWARDS

Principal Investigator. *Transforming Teacher Preparation: Exploring University-School Collaboration.* UWEC Student Faculty Research Grant. 2025 – 2026. Amount: $11,495.00

Wisconsin Teaching Fellow (The Wisconsin Teaching Fellows & Scholars). *Transforming Teacher Preparation: Exploring University-School Collaboration.* UWEC Student Faculty Research Grant. 2025 – 2026. Amount: $5,000

PROFESSIONAL EXPERIENCE (selected)

Assistant Professor, Department of Education for Equity and Justice, College of Health and Human Sciences, University of Wisconsin-Eau Claire — 2024 - present

Postdoctoral Researcher, The Learning Partnership, Chicago, IL — 2022 - 2023

Conducted program evaluation and research projects on computer science curricula initiatives for Chicago Public Schools.

Postdoctoral Scholar, Culturally Responsive Positive Behavior Interventions and Supports Learning Lab, University of Wisconsin - Madison — 2021 – 2022

Analyzed data oriented toward shaping policy that supports Culturally Responsive Positive Behavior Interventions and Supports. Supported community-school-university partnership for systemic transformation through the Indigenous Learning Lab. *Principal Investigator: Aydin Bal*

Research Scientist, Washington Governor's Office of the Education Ombuds and University of Washington - Seattle 2019 – 2021

Supported the implementation of a statewide policy initiative on disability history and pride K-12 curricula. Collaborated with Rooted in Rights of Disability Rights Washington, the Governor's Office of the Education Ombuds and the University of Washington to conduct ongoing research-based evaluation and renewal of the initiative. *Director: Carrie Basas*

Curriculum Designer and Lead Researcher, University of Washington - Seattle 2017 – 2019

Co-designed and ran a program-wide, four-quarter graduate seminar on how race, gender, class, and sexuality intersect with the diverse identities of students. Collected, analyzed, and presented qualitative data for an implementation study of the program. *Supervisor: Anne Beitlers*

Education Policy Fellow, Columbia Law School, Center for Public Research & Leadership 2015 – 2016

Collaborated with interdisciplinary team to perform a district-wide program evaluation of the Learning Partners Program Initiative for the Office of Interschool Collaborative Learning at the New York City Department of Education. *Supervisor: James Liebman*

Research Assistant, Bill & Melinda Gates Foundation 2014 – 2015

Investigated international teaching standards and presented implications for education in the United States at the Gates Foundation College Ready Work Team summit. *Principal Investigator: Charles A. Peck*

Research Assistant, Spencer Foundation, University of Washington - Seattle 2013 – 2014

Analyzed large datasets and reported case memos for the project, "Evidence and Action: Investigating the Organizational Practices of Data Use in Programs". *Principal Investigator: Charles A. Peck*

Research Assistant*,* University of Washington, Funded by the Bill & Melinda Gates Foundation 2013 – 2014

Implemented a redesign of Teach for America's Summer Institute Teacher Training Program in Chicago, IL. Participated with a cross-institutional team in research activities oriented toward evaluating the pilot program. *Principal Investigator: Morva McDonald*

REFEREED PUBLICATIONS

Krichevsky, B., Ko, D., Mawene, D., Lim, S. (2023). Organizing Possible Futures: A Review on Dis/ability Justice Frameworks to Design Equity-Oriented Inclusive Teacher Education Programs. *Review of Educational Research.*

Krichevsky, B. (2021). University-School Divide: The Original Problem in Teacher Education. *Human Arenas*. https://doi.org/10.1007/s42087-021-00213-2

MANUSCRIPTS IN PREPARATION

Krichevsky, B., Sechrest, P. (in preparation). From Contradiction to Liberation: An Activity Theory Analysis of Double Consciousness in Education Settings. *Journal of Teacher Education.*

Krichevsky, B. (in preparation). Pursuing evolving shared objects: Knowledge formation and contradictions between organizations. *Journal of Human Behavior in the Social Environment.*

Krichevsky, B. (in preparation). Preparing teachers in America: Co-constructing knowledge and practice through interorganizational collaboration. *Journal of Public Administration Research and Theory.*

PEER REVIEWED CONFERENCE PAPERS AND PRESENTATIONS

Krichevsky, B. (2026). Crossing Boundaries in Teacher Preparation: A Sociocultural (re)imagination of a Midwest University–School Partnership. Paper accepted to the 2026 American Educational Research Association Conference, Los Angeles, California.

Krichevsky, B. (2025). Leveraging Cultural Historical Activity Theory in Higher Education to Re-Mediate the University. Paper accepted to the 2025 American Educational Research Association Conference, Denver, CO.

Krichevsky, B. (2024). Collaborating Toward Possible Futures: A Sociocultural Analysis of An Alternative Teacher Education Program. Paper accepted to the 2024 American Educational Research Association Conference, Philadelphia, PA.

Krichevsky, B., Sechrest, P. (2024). From Contradiction to Liberation: An Activity Theory Analysis of Double Consciousness in Education Settings. Paper accepted to the 2024 American Educational Research Association Conference, Philadelphia, PA.

Krichevsky, B. (2023). Partnering For Possible Futures: An Analysis of The University-School Relationship in A Teacher Residency Program. Paper accepted to the 2023 American Educational Research Association Conference, Chicago, IL.

Krichevsky, B., Sechrest, P. (2023). Leveraging Contradictions Toward Possible Futures: An Exploration of Multi-system Responses to Gender-based Violence in Higher Education. Paper accepted to the 2023 American Educational Research Association Conference, Chicago, IL.

Orie, L., Bal, A., Bird Bear, A., Ko, D., Mawene, D., **Krichevsky, B.**, Yoo, J. (2023). Toward Equity-Oriented Special Education through Empowering Minoritized Communities. Paper accepted to the 2023 American Educational Research Association Conference, Chicago, IL.

Krichevsky, B. (2022). Expanding Teacher Education Toward More Equitable Futures: A Multicase Investigation of the University-School Divide in Teacher Education. Paper accepted to the 2022 Schools of Education Biennial Conference, Cave Hill, Barbados

Krichevsky, B. (2022). Partnerships in Teacher Education: A Multicase Investigation of the University-School Divide. Paper accepted to the 2022 American Educational Research Association Conference, San Diego, CA.

Krichevsky, B., Ko, D., Mawene, D. (2022). Organizing Possible Futures: Designing Equity-Oriented Inclusive Teacher Education. Paper accepted to the 2022 American Educational Research Association Conference, San Diego, CA.

Krichevsky, B. (2021). Partnerships in tension: an activity theory analysis of the university-school relationship in teacher education. Paper accepted to the 2021 Congress of the International Society for Cultural-Historical Activity Research, Natal, Rio Grande do Norte, Brazil.

Arvey, S., **Krichevsky, B.** (2021). Anti-Ableism in Teacher Education: Disability Studies in Education Through Curriculum and Classroom Practice. Paper accepted to the 2021 American Educational Research Association Conference, virtual.

Krichevsky, B. (2020). Contradictions of Human Activity: A historico-genetic analysis of partnerships in education. Paper accepted to the 2020 Congress of the International Society for Cultural-Historical Activity Research, Natal, Rio Grande do Norte, Brazil.

Krichevsky, B. (2020). University-School partnerships in teacher education: A cultural historical activity theory analysis. Paper accepted to the 2020 American Educational Research Association Conference, San Francisco, CA.

Krichevsky, B., Arvey, S. (2020). Disability Studies Education: Bridging theory and practice in a general education teacher preparation program. Paper accepted to the 2020 American Educational Research Association Conference, San Francisco, CA.

Krichevsky, B., Arvey, S. (2020) Inclusion to what? Disability Studies curriculum and practice in teacher education. Paper accepted to the 2020 American Association of Colleges for Teacher Education Conference, Atlanta, GA.

Krichevsky, B., Arvey, S. (2020) Disability Studies Education: Bridging theory and practice in an alternative route teacher certification program. Paper accepted to the 2020 National Association for Alternative Certification Conference, Seattle, WA.

Beitlers, A., Gourd, T., **Krichevsky, B.**, Newton, M., Shank, R., Stahl, S. (2019). Examining positionality, power, and privilege: Institutionalizing identity caucusing in a secondary teacher education program. Paper presented at the 2019 American Educational Research Association Conference, Toronto, ON.

Krichevsky, B., Beitlers, A., Gourd, T., Newton, M., Shank, R. (2018). Exploring positionality, power, and privilege: Introducing caucusing in a secondary teacher education program. Paper presented at the 2018 American Educational Research Association Conference, New York, NY.

Krichevsky, B. (2016). Analyzing the preservice experience of special education teacher candidates in an alternative certification program. Paper presented at the 2016 American Educational Research Association Conference, Washington, DC.

Krichevsky, B., & Blum, G. (2015). Preparing teachers for diverse learners: A "Core Practice" approach. Paper presented at the 2015 American Educational Research Association Conference, Chicago, IL.

Krichevsky, B., & Blum, G. (2015). Differentiated instruction in teacher preparation and online learning. Paper Presented at the 2015 American Association of Colleges for Teacher Education Conference, Atlanta, GA.

Peck, C., **Krichevsky, B.**, Patish, Y., & Fisher, M. (2015). Context and pedagogy in teacher preparation: How "Pathways" affect classroom management preparation for novice teachers. Paper Presented at the 2015 American Association of Colleges for Teacher Education Conference, Atlanta, GA.

INVITED PRESENTATIONS/PANELS

Krichevsky, B. (2021). Panel Moderator: Computer Science. **24th Annual Undergraduate Research Symposium**, University of Washington.

Krichevsky, B. (2019). Considering Differentiation: Teaching and Learning Across Disciplines. **Teaching Excellence Program**, Seattle, WA.
Krichevsky, B. (2019). Increasing Student Success with Active Learning. **Center for Teaching and Learning: Cross-disciplinary Teaching Assistant Preparation Conference**, Seattle, WA.

Krichevsky, B. (2017). Crossing Disciplinary Boundaries for Constructing Knowledge. **Associates in Tutoring and Academic Consultation**, Seattle, WA.

Krichevsky, B. (2016). Alternative Certification for Special Education Teachers: Perspectives on Preservice and First-Year Experiences in an "Early Entry" Program. **Research and Inquiry Conference**, University of Washington - Seattle.

Krichevsky, B. (2015). Meeting the Needs of Diverse Learners. **Teach For America: National Staff Training**, Chicago, IL.

OTHER PUBLICATIONS

Krichevsky, B. (2020, October 29). Do Black lives matter to Russian Jews? *The Times of Israel.* https://blogs.timesofisrael.com/do-black-lives-matter-to-russian-jews/

Krichevsky, B., Arvey, S. (Contributor). (2020, February 20). Incorporating disability studies curriculum in teacher education [Audio podcast episode]. In *EdPrepMatters*. University of Washington College of Education. https://edprepmatters.net/2020/02/podcasts-university-of-washington-interviews-upcoming-aacte-annual-meeting-presenters/

Krichevsky, B. (2017, August 27). While Lenin in Fremont is ironic, Confederate statues are anything but. *The Seattle Times.* https://www.seattletimes.com/opinion/while-lenin-in-fremont-is-ironic-confederate-statues-are-anything-but/

Krichevsky, B. (2016, November 21). Lessons from Russia, with love. *The Times of Israel.* https://blogs.timesofisrael.com/lessons-from-russia-with-love/

Krichevsky, B., Peck, C. (2016, March 7). Transformation Center Initiative landscape overview and analysis. Gates Foundation Teacher Preparation Transformation Convening.

Wallenstein, J., **Krichevsky, B.,** Bolaji, P., Murdoch, R., Swen, E., Jordan, K. (2015, January 15). Learning Partners Program research midyear findings, results, and recommendations. New York City Department of Education Research and Policy Support Group.

Judge, D., **Krichevsky, B.**, Peck, C. (2014, January 1). International teaching standards review. Gates Foundation College Ready Work Team.

AWARDS & HONORS

Co-Chair for the Cultural Historical Research Special Interest Group nominee. American Educational Research Association.	2022
Division K Outstanding Dissertation Award nominee. American Educational Research Association.	2021
Gordon C. Lee Outstanding Dissertation Award nominee. University of Washington, College of Education.	2021
Doi Doctoral Research Award, $400, University of Washington.	2019
Selected Scholar, Writing Winning Proposals, American Educational Research Association, Division K: Teaching and Teacher Education, Scholar, New York, NY.	2018
Policy Summit Scholar, Higher Education Consortium for Special Educators, Washington, D.C.	2015
AmeriCorps State and National program member, Research Foundation of the City University of New York	2008 – 2010

TEACHING EXPERIENCE (University Level, Graduate School)
** Denotes developed course*

Assistant Professor	**Social Foundations of Human Relations** (ES 385), UWEC	2024 - 2025
Assistant Professor	**Assessment for Learning** (ES 315), UWEC	2024 - 2025
Assistant Professor	**Exploring Schooling K-12 and Practicum** (ES 212), UWEC	2024 - present
Adjunct Faculty	**Social Studies Methods – distance learning*** (EDTEP 543), College of Education, University of Washington	2020 – 2024
Adjunct Faculty	**Cross-disciplinary Disability Studies – distance learning*** (EDTEP 556), Secondary Teacher Education Program, College of Education, University of Washington	2020 – 2024
Teaching Associate	**Cross-disciplinary Disability Studies – distance learning*** (EDTEP 556), Secondary Teacher Education Program, College of Education, University of Washington	2021 – 2022
Teaching Associate	**Social Studies Methods – distance learning*** (EDTEP 543), College of Education, University of Washington	2020 – 2021
Instructor	**Cross-disciplinary Disability Studies*** (EDTEP 565), College of Education, University of Washington	2018 – 2021
Instructor	**Cross-content Culturally Responsive Classroom Management*** (EDTEP 556), Secondary Teacher Education Program, College of Education, University of Washington	2016 – 2021
Instructor	**Reconceptualizing Inclusion*** (EDTEP 556), University-Accelerated Certification for Teachers, College of Education, University of Washington	2017 – 2019
Instructor	**Introduction to Special Education for General Education Teachers – hybrid in-person/online*** (EDTEP 575), University-Accelerated Certification for Teachers, College of Education, University of Washington	2014 – 2019
Instructor	**Creating Classrooms for All** (EDTEP 556), University-Accelerated Certification for Teachers, College of Education, University of Washington	2013 – 2021
Teaching Assistant	**Language and Literacy** (EDTEP 577), Secondary Teacher Education Program, College of Education, University of Washington	2018 – 2019

PROFESSIONAL SERVICE

Invited Peer Reviewer. Cultural-Historical Research. 2025 Annual Meeting of the American Educational Research Association. 2024

Special Recreation and Inclusion Consultant. Chicago Park District, Special Recreation, Inclusion Team. 2023

Invited Journal Peer Reviewer. Mind, Culture, and Activity; AERA Open; Journal of Teacher Education; Asia-Pacific Journal of Teacher Education 2022 - 2023

Invited Peer Reviewer. Cultural-Historical Research. 2024 Annual Meeting of the American Educational Research Association. 2023

Invited Peer Reviewer. Teaching and Teacher Education/Division K: Teacher and Teacher Educator Preparation; Transformation in Teacher Education Policies, Research, and Practices. 2023 Annual Meeting of the American Educational Research Association. 2022

Invited Peer Reviewer. Cultural-Historical Research. 2023 Annual Meeting of the American Educational Research Association. 2022

Special education department chair. The Urban Assembly School for Law and Justice (13K487). New York City Department of Education. 2010 – 2013

Social studies and special education teacher. New York City Department of Education. 2008 – 2013

Program director. YWCA: Girls Inc. Madison, WI. 2007

PROFESSIONAL AFFILIATIONS

International Society of Cultural-historical Activity Research
American Educational Research Association (SIG: Cultural-Historical Research)
Society for Research on Educational Effectiveness
American Association of Colleges for Teacher Education
Higher Education Consortium for Special Education
National Association for Alternative Certification

LANGUAGE

Russian (native spoken, written, read)

REFERENCES

Dr. Aydin Bal (he/him)
Professor of Education
University of Wisconsin – Madison
abal@wisc.edu
(608) 698-4139

Dr. Ken Zeichner (he/him)
Emeritus Professor
Boeing Professor of Teacher Education
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Dr. Charles A. Peck
Professor of Teacher Education and Special Education
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Dr. Megan Kelley-Petersen
(she/her/hers)
Associate Professor
Program Director
University of Washington, College of Education
meg199@uw.edu
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