



# Christopher Wenz

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I am an experienced educator committed to creating accessible and responsive educational environments that work for **all** students.

## Education

### University of Connecticut

PHD — CURRICULUM AND INSTRUCTION

Storrs, CT

August 2020

### University of Connecticut

MA — EDUCATIONAL PSYCHOLOGY

Storrs, CT

2014

### Hampshire College

BA — HISTORY AND COGNITIVE SCIENCE

Amherst, MA

2007

## Experience

### Landmark College Institute for Research and Training (LCIRT)

RESEARCH SCIENTIST

Putney, VT

2018 — Present

- Design and deliver professional development for K-12 and post-secondary educators through workshops, online graduate courses, and Landmark's annual Summer Institute for Educators.
- Recruit, train and mentor Landmark Students for internships in our neuro-cognitive lab.
- Conduct original research that expands our understanding of neurodiversity and pedagogical practices that meet the specific needs of neurodivergent learners.
- Serve the College as member of the Center for Neurodiversity Steering Committee and Pedagogy Committee.

### Department of Curriculum & Instruction — University of Connecticut

RESEARCH AND TEACHING ASSISTANT

Storrs, CT

2014 — 2018

- Provided research support for projects related to school-university partnerships, literacy instruction in the content areas and interventions for students with reading and writing differences.
- Taught undergraduate and graduate courses in three programs: secondary teacher preparation, alternative teacher certification for college graduates, and literacy specialist certification.
- Supported a multi-year, school-wide, professional development initiative aimed at improving the literacy outcomes of 1,000 high school students, including a redesign of literacy intervention courses for students with learning differences.

### University Writing Center — University of Connecticut

GRADUATE WRITING TUTOR

Storrs, CT

2013 — 2018

- Supported undergraduate writers through individual writing conferences
- Provided semester-long individualized writing support to graduate students in the social sciences.
- Designed workshop in learning differences and disabilities for 30 undergraduate and graduate tutors.

### Center for Students with Disabilities—University of Connecticut

STRATEGY INSTRUCTOR

Storrs, CT

2012 — 2015

- Developed individualized academic, executive function and social supports for neurodivergent college students.
- Designed and delivered workshops in relationships and sexuality for autistic students.

### Franklin Academy

RESIDENTIAL DEAN AND HUMANITIES INSTRUCTOR

East Haddam, CT

2007 — 2012

- Founded and facilitated a residential post-secondary transition program for autistic students
- Supervised a 15 member residential duty team responsible for the safety and wellbeing of 80+ autistic students.
- Designed and taught courses in History, English, songwriting, and community service.

# Teaching

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## GRADUATE COURSES

<b>Reframing autism</b> DESIGNER AND INSTRUCTOR	Landmark College 2019 — Present
<b>Learning Differences and Neurodiversity</b> CO-INSTRUCTOR	Landmark College 2018 — Present
<b>Reading in the Content Areas</b> DESIGNER AND INSTRUCTOR	UConn 2015 — 2018
<b>Instruction for Students with Special Needs in the Mainstream</b> INSTRUCTOR	UConn 2015 — 2019

## UNDERGRADUATE COURSES

<b>Internship Experience</b> DESIGN AND SUPERVISE INTERNSHIPS IN NEURO-COGNITIVE RESEARCH	Landmark College 2018 — 2020
<b>Teaching Reading and Writing in the Content Areas</b> INSTRUCTOR	UConn 2016 — 2018
<b>History of Mathematics (Writing Intensive)</b> TEACHING ASSISTANT AND CO-DESIGNER	UConn 2015
<b>Social Thinking: Where's the syllabus for that?</b> CO-DESIGNER AND INSTRUCTOR	UConn 2013 — 2015

# Publications

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## ARTICLES IN REFEREED JOURNALS

- Gabriel, R., **Wenz, C.** (2017). Three Directions for Disciplinary Literacy. *Educational Leadership*, 74(5), Online Supplement to the February 2017 issue: <https://lcirt.link/gabrielandwenz2017>.
- Gabriel, R., **Wenz, C.**, & Dostal, H. (2016). Disciplinary Text-Dependent Questions: Questioning for Learning in the Disciplines. The Challenge of Literacy in the Disciplines. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 89(6), 202–207. <https://doi.org/10.1080/00098655.2016.1209154>

## BOOK CHAPTERS

- Wenz, C.**, Kowitt, J. & Friedlander, L. (2017). A Museum Based Program to Support Adolescents and Adults with ASD: Results of a Pilot Study and Suggestions for Implementation. In, *Examining the Intersection of Arts and Special Education, Volume 3*. Kennedy Center for Performing Arts, Washington, DC.

# Selected Presentations

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## INVITED PROFESSIONAL DEVELOPMENT WORKSHOPS

- Universal Design and Backwards Design: tools for inclusive and engaging post-secondary instruction.** Full-day workshop for the faculty of Cambridge College, February 18, 2020, Boston, MA.
- Executive Function and Student Learning: supporting adolescent development across contexts.** Half-day workshop for the Faculty and Staff of Wilbraham & Monson Academy, Jan 19, 2020, Wilbraham, MA.
- Supporting Social Emotional Learning.** 3-day Workshop at Landmark College's Summer Institute for Educators, June 24-26, 2019, Putney, VT.
- Assessment as Instruction: promoting college success for neurodivergent learners.** Full-day workshop for City University of New York's Early College Initiative, May 19, 2019, New York, NY.
- Disabilities, Difficulties and Differences: ESOL instruction for diverse learners.** Full-day presentation for the Massachusetts Adult Education Professional Development System, March 29, 2019, Worcester, MA.

## NATIONAL AND REGIONAL CONFERENCES

- Wenz, C.** & Warrnader, K. (2018). *The College Writing Motivation Scale: a tool for measuring motivation in Writing Center contexts*. Paper presented at the Northeast Writing Center Association Conference, Worcester, MA.

- Wenz, C.** (2017). *Disciplinary literacy and journalism: literacy instruction in a post-truth world*. Paper presented at the Literacy Research Association Annual Conference, Tampa, FL.
- Kowitt, J., **Wenz, C.** & Friedlander, L. (2017). *Enhancing Observational Skills: inclusive museum programming for visitors with Autism*. Paper presented at the Tenth International Conference on the Inclusive Museum, Manchester, UK.
- Gabriel, R., **Wenz, C.** (2015). *The Opportunities to Develop Literacy Scale*. Paper presented at the Literacy Research Association Annual Conference, Carlsbad, CA.
- Wenz, C.**, & Gabriel, R. (2015). *An integrative review and pilot survey of disciplinary literacy instruction in secondary settings*. Poster presented at the Annual Meeting of the American Educational Research Association, Chicago, IL

## Awards

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2017	<b>Jeanne S. Chall Graduate Fellowship</b> , International Literacy Association	Newark, DE
2016	<b>Wirth-Santoro Award</b> , Connecticut Association for Reading Research	Simsbury, CT
2016	<b>Graduate Student Scholarship</b> , American Reading Forum	Miami, FL
2013	<b>Assessment Award</b> , Neag School of Education	Storrs, CT

## Professional Affiliations

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- College Reading and Learning Association
- Council for Exceptional Children
- International Literacy Association
- Literacy Research Association
- American Educational Research Association
- International Mind, Brain and Education Society