



Christopher Wenz

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Education

University of Connecticut

PHD — CURRICULUM AND INSTRUCTION

Storrs, CT

May 2021

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 — 2020

- 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 social justice.

Teaching

GRADUATE COURSES

Note: ** indicates online courses

Reframing autism**

DESIGNER AND INSTRUCTOR

Landmark College

2019 — 2020

Learning Differences and Neurodiversity**

CO-INSTRUCTOR

Landmark College

2018 — 2020

Reading in the Content Areas**

DESIGNER AND INSTRUCTOR

UConn

2015 — 2018

Instruction for Students with Special Needs in the Mainstream

INSTRUCTOR

UConn

2015 — 2019

UNDERGRADUATE COURSES

Teaching Reading and Writing in the Content Areas

INSTRUCTOR

UConn

2016 — 2021

Internship Experience

DESIGN AND SUPERVISE INTERNSHIPS IN NEURO-COGNITIVE RESEARCH

Landmark College

2018 — 2020

History of Mathematics (Writing Intensive)

TEACHING ASSISTANT AND CO-DESIGNER

UConn

2015

Social Thinking: Where's the syllabus for that?

CO-DESIGNER AND INSTRUCTOR

UConn

2013 — 2015

Publications

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

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.

Kowitz, 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

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

Technical Skills

Data Analysis

R, SPSS, SPSS AMOS, MPLUS, ATLAS.TI, NVivo

Learning Management Systems

CANVAS, BLACKBOARD, MOODLE

Markup Languages

HTML, LATEX, MARKDOWN, RMARKDOWN, CSS

Version Control

GIT

Text Editors

RSTUDIO, ATOM

Adobe Creative Cloud

ILLUSTRATOR, PHOTOSHOP, INDESIGN, LIGHTROOM

Microsoft Office

EXCEL, POWERPOINT, WORD, OUTLOOK, ONENOTE

Professional Affiliations

- 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