

# Christopher Wenz

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## Education

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### 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

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### University of Connecticut

ADJUNCT PROFESSOR

Storrs, CT

2021 — Present

- Design and deliver 'Teaching Reading and Writing in the Content Areas', a required course for all undergraduate teaching candidates in English, Science, Social Studies, Math, World Languages and Music.

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

RESEARCH SCIENTIST

Putney, VT

2018 — 2020

- Designed and delivered professional development for K-12 and post-secondary educators through workshops, online graduate courses, and Landmark's annual Summer Institute for Educators.
- Sought funding for and conducted original research on universal design for learning, neurodiversity and instruction for students with learning differences.
- Served the college as a 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 and graduate 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 40 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
- Managed 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

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## 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

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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

## Technical Skills

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### Data Analysis

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

### Learning Management Systems

CANVAS, BLACKBOARD, MOODLE

### Markup Languages

HTML, LATEX, MARKDOWN, RMARKDOWN, CSS

### Text Editors

RSTUDIO, ATOM

### Adobe Creative Cloud

ILLUSTRATOR, PHOTOSHOP, INDESIGN, LIGHTROOM

### Microsoft Office

EXCEL, POWERPOINT, WORD, OUTLOOK, ONENOTE

## 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