



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 — Present

Learning Differences and Neurodiversity

CO-INSTRUCTOR

Landmark College

2018 — Present

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

Internship Experience

DESIGN AND SUPERVISE INTERNSHIPS IN NEURO-COGNITIVE RESEARCH

Landmark College

2018 — 2020

Teaching Reading and Writing in the Content Areas

INSTRUCTOR

UConn

2016 — 2018

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.

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

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

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