

Vita

G. Harold Poelzer

605 Pacific Ave

Edinburg, Texas 78539-7300

Education

1999

Appointed Coordinator of the Gifted Education Program, The University of Texas--Pan American

1997

Awarded Tenure and promotion to Associate Professor, The University of Texas--Pan American.

1994

Ph.D. Educational Studies, area of specialization Educational Psychology (emphasis Gifted and Talented) Purdue University; research: empirical study of International Baccalaureate students in the sciences. Advisor: John F. Feldhusen.

1985

M.A. Special Education Gifted and Talented University of Northern Colorado. Advisor: George T. Betts.

1974 -1978

Special Student (graduate level). Completed several courses in Educational Psychology. University of Alberta.

1973

B.A. Psychology, Physics minor. University of Alberta.

1967

B.Ed. Physical Science. University of Alberta.

Graduate Level Teaching Experience

1993-2006

ED 6300 Introduction to Research
ED 6302 Advanced Educational Psychology
EPSY 6330 Identifying the Gifted and Talented
EPSY 6331 Curriculum, Methods and Materials for the Gifted and Talented
EPSY 6332 Creativity and the Gifted and Talented
EPSY 6333 Counseling the Gifted and Talented
EPSY 6334 Practicum I in Gifted Education
EPSY 6335 Practicum II in Gifted Education
EPSY 6337 Administration of Gifted and Talented Programs
ED 6336 Problems in Education: Teaching the Scientifically Talented
EPSY 6340 Critical and Creative Thinking in Gifted Students
EPSY 6342 Seminar in Gifted Education
EPSY 6370 Educational and Psychological Measurement
EPSY 7602 Applied Research Project
ED 7300 Thesis
ED 7301 Thesis

1989-1990

Developed a curriculum, at the graduate level, for Purdue University: EDPS 591 Teaching the Scientifically Talented. The course content included the following: characteristics and needs of the gifted in general and of the scientifically talented in particular; the structure of science (substantive and syntactical); trends in science, technology and society; and the integration of principles of learning, structure of science, and characteristics of the scientifically talented to produce curricula appropriate for the scientifically talented (activity, lesson, unit, and curriculum guide).

Instructor: Educational Psychology Graduate level, Purdue University: taught EDPS 591 Teaching the Scientifically Talented as a field course. The students consisted of secondary teachers with a Master of Science degree plus gifted endorsement (five courses in gifted education), elementary teachers with essentially no science background or gifted endorsement, and consultants for gifted education.

Undergraduate Level Teaching Experience

1999-2000

EDCI 4311 Practicum (student teaching)

1993-1994

EDCI 4302 Educational Psychology

1989-1990

Instructor: Educational Psychology Undergraduate senior level, Purdue University. Course content included cognitive (Piaget), emotional (Erikson), and moral (Kohlberg) development; individual differences; behaviorist, social cognitive, cognitive theories of learning and their applications in the classroom; instructional strategies; measurement, behavioral objectives, standardized and teacher made tests, test development and grading; classroom management; and special needs students.

Special Groups Teaching Experience

1985-1986

At the University of Northern Colorado, as either a Practicum or Independent Study, I accomplished the following tasks: (1) developed a program for the gifted and talented at West High School, Greeley, Colorado; (2) analyzed programs for the gifted and talented in 13 schools at the elementary, junior high, and senior high school levels; (3) taught several selected students in kindergarten with a curriculum that I had designed for the gifted and talented in science; (4) taught physics, for eight weeks, in the Summer Enrichment Program for the gifted and talented at the University of Northern Colorado (students in this program ranged from grade five to grade ten and came from various states in the United States as well as several provinces in Canada).

Hired to teach physics to gifted students in the 1986 Summer Enrichment Program, for five weeks, at the University of Northern Colorado.

Public School Teaching Experience: Gifted and Regular Students

1991-1993

Teacher at Archbishop MacDonald High School: Taught physics, chemistry, general science, and mathematics. Developed and taught honors curricula in chemistry, physics, and general science. Chaired and guided a committee that developed a philosophy, goals, and objectives that identified the school as a school for the academically talented, and that encouraged the development of leadership with awareness of and concern for the well-being of all members of our human community.

1986-1988

Teacher at St. Thomas More Junior High School: Along with teaching science, health, guidance, and religion, I established a program (Autonomous Learner Program) for the gifted and was its coordinator. As coordinator, I performed the following tasks: (1) developed criteria for selection of gifted students and then selected those students; (2) developed a curriculum for gifted students; (3) taught gifted students in a pull-out program; (4) conducted inservices for the staff and parents; (5) organized a committee consisting of staff, parents, and students in order to develop a philosophy, goals, and objectives format for the gifted program, and to ensure that the program met the needs of and was supported by the community.

Introduced and taught one acceleration component of the gifted program whereby some gifted students in grade 9 were taking grade 10 physics.

Introduced a second acceleration component whereby students demonstrating a specific academic aptitude were able to proceed at a faster pace through use of correspondence courses.

1985-1986

Teacher at Archbishop O'Leary High School: In addition to teaching physics and chemistry, I initiated the following: (1) introduced, developed the selection criteria for, and implemented an awards program for students in biology, chemistry, and physics; (2) persuaded the members of the science department to bring in innovative and exciting guest speakers in order to stimulate interest in students concerning scientific fields and science careers, during the noon-hour, on a monthly basis; (3) conducted a staff inservice regarding the following aspects of gifted education: history, characteristics and needs of the gifted, and teaching the gifted in the regular classroom (enrichment, acceleration, curriculum compacting, and mentorships); (4) differentiated curricula for scientifically talented students through complex, abstract, and novel content; and (5) started a geology club.

1982-1985

Honors program coordinator at Archbishop MacDonald High School: (1) conducted intense personal research regarding gifted children: nature and needs, appropriate curricula, counseling techniques and models for gifted programs; (2) explored schools with gifted programs and invited speakers from these schools to staff meetings; (3) conducted and co-conducted staff inservices concerning gifted children; (4) Made presentations to parents, principals, and students from "feeder" schools with respect to the Honors program; (5) developed criteria for selecting students for the Honors program; (6) proposed and implemented appropriate curricula for the Honors program; and (7) created an evaluation procedure for assigning grades to students in the Honors program.

Concomitantly, (1) initiated and helped organize an annual Career Day component whereby representatives from a variety of occupations made presentations to the students; (2) assisted in the organization of a staff, parent,

and student committee that would provide direction for the Honors program; (3) established a mentorship program; and (4) proposed the Wednesday Afternoon Activities component whereby students received part of their education outside the school building and engaged in "real life" problem solving--it received high acclaim by Alberta Education.

International Baccalaureate (I.B.) coordinator at Archbishop MacDonald High School: spearheaded the drive to establish the I.B. program: (1) re-viewed the literature concerning the I.B. program, and gathered I.B. materials such as syllabi and sample examinations for the staff; (2) arranged an inservice for the staff with the coordinator and teachers of I.B. schools in Calgary, Alberta; (3) interviewed students, staff, and the principal at the Lester B. Pearson College of the Pacific, Vancouver Island; and (4) interviewed the headmaster and students at St. Michael University School, Victoria, B.C. (this school had changed from the I.B. program to the Advanced Placement program).

In addition, I accomplished the following: (1) organized meetings whereby coordinators and teachers from other I.B. schools shared their I.B. program experiences with the staff; (2) introduced criteria for selecting I.B. students; (3) devised a scaling procedure for marks so that I.B. students would not be penalized for taking more difficult courses; (4) organized a comparative analysis of curricula among I.B. (subsidiary and higher levels), Honors, and regular programs at the school; and (5) lobbied the superintendent and members of the school board to adopt the I.B. program and to provide the funds required to upgrade the school and to pay the I.B. fees.

1974-1985

Department Head of Science at Archbishop MacDonald High School: The duties in this position included stating objectives for the year, allocating teaching assignments, coordinating laboratory activities, maintaining an inventory and supplies, facilitating teachers, attending district science meetings, and keeping up to date with new developments in science. I also taught physics, chemistry, and general science.

1967-1974

Co-authored the grade nine Guidance curriculum guide for the Edmonton Separate School Board in 1969.

Taught science, health, and guidance at the junior high level and physics at the senior high level.

Selected by the Department of Education in the Province of Alberta to correct the non-objective type questions on the grade 12 Alberta Provincial Examination in 1974.

University Committees

2005-2006

Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee (Chair)
University Tenure and Promotion Committee (Chair)
Member of Search Committee, Counseling Program
Associate Counselor in Lambda Psi chapter of Kappa Delta Pi.

2004-2005

Department Tenure and Promotion Committee
Triad committees: annual evaluation for merit (three, chair of two)
Associate Counselor in Lambda Psi chapter of Kappa Delta Pi.

2003-2004

Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee
Triad committees: annual evaluation for merit (chair of one)
Member of Search Committee, Education Diagnostician Program?
Associate Counselor in Lambda Psi chapter of Kappa Delta Pi.

2002-2003

University Strategic Planning Committee
University Strategic Planning Ad Hoc Committee
Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee (Chair)
University Tenure and Promotion Committee
Triad committees: annual evaluation for merit (chair of three)
Associate Counselor in Lambda Psi chapter of Kappa Delta Pi.

2001-2002

University Strategic Planning Committee
Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee (Chair)
University Tenure and Promotion Committee
Post Tenure Review Committee
Triad committees: annual evaluation for merit (chair of three)

2000-2001

University Strategic Planning Committee
Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee
Triad committees: annual evaluation for merit (chair of three)

1999-2000

Academic Computer Council
Department Tenure and Promotion Committee
Triad committees: annual evaluation for merit (chair of three)

1998-99

Academic Computer Council
Department Tenure and Promotion Committee
Science Task Force Region I
College Merit Task Force
Post Tenure Review ad hoc committee
Triad committees: annual evaluation for merit (chaired three)

1997-98

Academic Computer Council
Faculty Advisory Council: UT-System
University Tenure and Promotion Committee
Department Tenure and Promotion Committee (Chair)
College Tenure and Promotion Committee (Chair)
Department Strategic Planning Committee
College Task Force on Merit
Science Task Force Region I

1996-97

Honors Council (Chair)
Faculty Advisory Council: UT-System
College Strategic Planning Committee

Department Strategic Planning Committee

1995-96

Honors Council (Chair)
University Faculty Senate (Chair)
President's Council
Council of Deans
Campus Facilities Planning Committee
Strategic Planing Committee
Faculty Advisory Council: UT-System
Council of Faculty Governance Organizations: State
Deans Search Committee (President's council): interviewed
all candidates for all colleges

1994-95

Honors Council
University Faculty Senator
University Faculty Senate (Chair)
Search Committee for Educational Technologist: Department of Educational Psychology
Self-study committee department of Educational Psychology: Southern Association of Colleges and Schools
Merit Evaluation Committee: College of Education
Merit Evaluation Committee (chair): Dept. Educational Psychology

1993-1994

Honors Council
ExCET Committee (ad hoc)

Professional Organizations

Alberta Teachers' Association (Life-Time Member): Member of the Economic Policy Committee and Negotiating Sub-committee in 1974-1975. Member of the Constitution Committee in 1975-1976. School councilor and school mailing councilor (10 Years).

Kappa Delta Pi: an honors society in education (theta chapter, Associate Counselor in Lambda Psi chapter.)

Council for the Gifted and Talented (ATA)

National Association for Gifted Children (NAGC)

Texas Association for the Gifted and Talented (TAGT)

Rio Grande Valley Science Association (RGVSA)

National Science Teachers Association (NSTA)

American Educational Research Association (AERA)

National Association for Hispanic and Latino Studies (NAHLS Area Coordinator)

Grants

2005-2006

The Aquisition of an Atomic Force Microscope for Research and Education in Nanoscience, Nanotechnology, and Nanoengineering. Liang Zeng, Yuankun Lin, Weidong Kuang, Jaavier Macossay-Torres, and G. Herold Poelzer. Department of National Defense Grant \$150,000.00 (not funded).

The Identification of Gifted Mainstream and Gifted Minority Children. G. Herold Poelzer, Liang Zeng, Marie Simonsson. Faculty Research Council grant (internal) \$2980.00 (not funded).

2003-2004

The TEXES: Variables that Predict success for Elementary and Secondary Pre-service Teachers on the Professional Development Examination. G. Herold Poelzer, Liang Zeng, Marie Simonsson. Faculty Research Council grant (internal) \$1800.00 funded.

2001-2002

Professional Development Examinaton for the Certification of Educators in Texas: Variables that Predic Success for Elementar Pre-service Teachers. G. Herold Poelzer, Marie Simonsson, Liang Zeng. Faculty Research Council grant (internal) \$2994.00 funded.

1999-2001

SOLNET (Consortium of five components) G.H. Poelzer. A Principal Investigator. Javits Grant. \$215,000.00 funded.

1997-1998

Physics Concepts Through Discovery--for Teachers. G.H. Poelzer and M.I.Bhatti, Project Directors and Instructors. Eisenhower Grant (Texas Higher Education Coordinating Board): \$72,000.00 funded.

1996-1997

Physics Concepts Through Discovery--for Teachers. G.H. Poelzer and M.I.Bhatti, Project Directors and Instructors. Eisenhower Grant (Texas Higher Education Coordinating Board): \$72,000.00 funded.

1995-1996

Physics Concepts Through Discovery--for Teachers. G.H. Poelzer and M.I.Bhatti, Project Directors and Instructors. Eisenhower Grant (Texas Higher Education Coordinating Board): \$54,337.00 (not funded); invited to resubmit; will resubmit February 1997)

Presentations and Inservices Delivered

2005-2006

Presentation July 26, 2006 at the Physics Education Research Conference 2006 at Syracuse University, Syracuse, New York. Teaching Interventions to Increase Outside-Class-Study-Hours of Non-Science Majors taking Physical Science Courses Co-presenters: Dr. Liang Zeng and Jorge, R. Alarcon.

Presentation September 16, 2005 at Center for Research Evaluation and Advancement of Teacher Education Conference, San Antonio, Texas. Predicting Pass/Fail Status on the Special Education ExCET for Pr-Service Teachers in an Alternative Certification Program. Co-Presenters: Dr. Liang Zeng and Dr. Marie Simonsson.

Presentation November 3, 2005 at Texas Association for Gifted Children Conference, San Antonio, Texas. Density and Me.

Presentation RGVSA February 5, 2005 at Rio Grande Valley Science Association conference, Pharr, Texas.

E X T E N D I N G the Senses Co-presenter: Dr. Liang Zeng.

2004-2005

Presentation February 5, 2005 at Rio Grande Valley Science Association conference, Pharr, Texas. Density and Me. Co-presenter: Dr. Liang Zeng.

Presentation November 4, 2004 at the National Association for Gifted Children's conference, Salt Lake City, Utah. Do I have a case for you. Co-presenter: Maria Anderson.

Presentation November 18, 2004 at the Texas Association for the Gifted and Talented, Dallas, Texas. Differentiating the curriculum through learning centers. Co-Presenter: Beulah Rangel

Presentation November 20, 2004 at the Texas Association for the Gifted and Talented, Dallas, Texas. Pondering while the pendulum swings.

2003-2004

Presentation April 21-25 at the American Educational Research Association's annual conference, Chicago, Illinois. Teacher certification tests: variables that predict pass/fail status on the bilingual elementary comprehensive examination for preservice teachers. Co-presenters: Marie Simonsson & Liang Zeng.

2002-2003

Presentation November 3, 2002 at the National Association for Gifted Children conference, Denver, Colorado. Gifted bilingual children with learning disabilities. Co-presenter: Julie Pecina.

2001-2002

Presentation April 1, 2002 at the American Educational Research Association conference, New Orleans, Louisiana. Teacher Certification Tests: Variables that Predict Pass/Fail Status on Elementary Professional Development Examination for Preservice Teachers. Co-presenters: Marie Simonsson, Ed.D., Liang, Zeng, Ph.D.

Presentation Feb. 12, 2002 at National Association of Hispanic and Latino Studies conference, Houston, Texas. Identifying and Teaching the Bilingual Gifted Child Learning Disabilities. Co-presenter: Julie Pecina M.Ed.

Presentation Feb. 12, 2002 at National Association of Hispanic and Latino Studies conference, Houston, Texas. Creating and Accelerated Dual-Language Curriculum for "At-Risk" Students. Co-presenter: Angelica Perez, M.Ed.

Presentation Feb. 12, 2002 at National Association of Hispanic and Latino Studies conference, Houston, Texas. Variables that Predict Pass/Fail Status on Elementary Professional Development Certification Tests for Hispanic Preservice Teachers. Co-presenters: Marie Simonsson, Ed.D., Liang Zeng, Ph.D.

Presentation Feb.1, 2002 at Rio Grande Valley Science Association conference, Edinburg, Texas. LET'S BE PRACTICAL. Co-presenter: Dr. Liang Zeng.

2000-2001

Presentation Nov. 3, 2000 at National Association for Gifted Children, Atlanta, GA. SOL NET (SPEAKERS OF OTHER LANGUAGES NETWORK)

Presentation Nov. 3, 2000, at National Association for Gifted Children, Atlanta, GA. Having a relationship with science. Co-presenter Lisa Irby (Doctoral student)

1999-2000

Inservice August 7, 2000, at La Feria Independent School District, La Feria, Texas. Characteristics and Needs of Scientifically Talented children, Structure of Science, Theories & Hypotheses, Curriculum (guided discovery): Science strategies.

Inservice Jan. 31, 2000, at Roma Intermediate School, Roma, Texas. Nature and Needs of gifted children, Curriculum (guided discovery, learning centers, language arts), Creativity, and Counseling.

Presentation Feb.5, 2000, at the twelfth Rio Grande Valley Science Teachers Association Conference, Mercedes, Texas. Looking for Relationships: pulleys Co-presenter Lisa Irby (Doctoral student)

Presentation Nov. 5, 1999, at National Association for Gifted Children, Albuquerque, NM. SOL NET (SPEAKERS OF OTHER LANGUAGES NETWORK)

Presentation Nov. 5, 1999, at National Association for Gifted Children, Albuquerque, NM. Enhancing Curricula Via Concept Discovery. Co-presenter Julie Pecina M.Ed.

Presentation Sept. 25, 1999 at The University of Texas Medical Branch--Galveston's first annual Regional Science Teachers' Conference. An Experience in Guided Discovery: Archimedes Principle.

1998-1999

Inservice March 30, 1999, at Region I, Edinburg, Texas. Differentiating for the Secondary GT Science Classroom.

Inservice March 29, 1999, at Region I satellite, Laredo, Texas. Differentiating for the Secondary GT Science Classroom.

Presentation Mar.25-28, 1999, at the National Science Teachers Association, Boston, MA. Eureka. Co-presenter Dr. John McBride.

Presentation Feb. 6, 1999, at the eleventh Rio Grande Valley Science Teachers Association, Mercedes, Texas. An experience in guided discovery. Co-presenter Dr. John McBride.

Presentation Feb. 6, 1999, at the eleventh Rio Grande Valley Science Teachers Association, Mercedes, Texas. A "Light" encounter. Co-presenter Julia Pecina M.Ed.

Presentation Nov. 15, 1998, at National Association for Gifted Children, Louisville, Kentucky. The Scientifically Talented and Vertical Integration.

1997-1998

Presentation Feb. 7, 1998, at the tenth Rio Grande Valley Science Teachers Association, Mercedes, Texas. Differentiating Curricula for the Gifted in Science.

Presentation Feb. 7, 1998, at the tenth Rio Grande Valley Science Teachers Association, Mercedes, Texas. Integrating Art and Science for Gifted Children.

1996-1997

Presentation Feb. 15, 1997. Co-presented with Dr. M.I. Bhatti, physics department, at the ninth Rio Grande Valley Science Association, Mercedes, Texas. Inductive-Deductive reasoning for K-3 students: A discussion of inductive and deductive reasoning and demonstrations of activities that can stimulate these reasoning skills in students at the K-3 level. (siphon, moments, water displacement and Archimedes principle, surface tension, kite building and kite flying)

Presentation Nov. 1996: Science With Everything. Co-presented with Fran Poelzer at the National Association for Gifted Children in Indianapolis, Indiana. This presentation demonstrated how to integrate, at kindergarten or grade one levels, science concepts with other subject areas such as math, literature, dance, physical education, language arts, music, and art.

1995-1996

Presentation to a group of superintendents in the Rio Grande Valley, Edinburg, Texas that pointed out the inadequacy of the 30 hour work shop for training teachers of gifted children compared to the training they would receive in either the Endorsement for Gifted Education or the Master of Education Degree in Gifted Education.

Presentation: Inductive and Deductive reasoning in discovery learning. Presented at Share Fair at UTPA Ballroom. How to engage gifted kindergarten and primary students in discovery learning through inductive and deductive reasoning applications of observed phenomena (the principle of the siphon, the principle of equilibrium).

1993-1994

Presentation to parents, Donna, Texas: Comparing the homogeneous classroom, the pull-out program, and the heterogeneous classroom as delivery systems for gifted and talented children.

Presentation at seventeenth annual conference of the Texas Association for the Gifted and Talented, Fort Worth, Texas. Topic: Teaching the Scientifically Talented: Integrating characteristics and needs of the scientifically talented with the structure of science and principles of learning to create curricula appropriate for scientifically talented students K-12.

Presentation at seventeenth annual conference of the Texas Association for the Gifted and Talented, Fort Worth, Texas. Topic: An empirical study of the effectiveness of the International Baccalaureate (IB) program in the sciences. The achievements of Higher Level and Subsidiary Level IB students were compared with each other and with the achievements of regular students in the province of Alberta, Canada.

Presentation at forty-first annual conference of the National Association for Gifted Children, Salt Lake City, Utah. Topic: An empirical study of the effectiveness of the International Baccalaureate (IB) program in the sciences. The achievements of Higher Level and Subsidiary Level IB students were compared with each other and with the achievements of regular students in the province of Alberta, Canada.

Presentation at first annual Region One Conference for the Gifted and Talented, South Padre Island, Texas. Topic: Teaching the Scientifically Talented: Integrating characteristics and needs of the scientifically talented with the structure of science and principles of learning to create curricula appropriate for scientifically talented students K-12.

1992-1993

Presentation at the tenth World Congress on Gifted and Talented Education, A Gifted Globe, Toronto, Canada. Topic: An empirical study of the effectiveness of the International Baccalaureate (IB) program in the sciences. The achievements of Higher Level and Subsidiary Level IB students were compared with each other and with the achievements of regular students in the province of Alberta, Canada.

1990-1991

Presentation at the second annual conference of The Society for the Advancement of Gifted Education (SAGE), Edmonton, Alberta. Topic: Teaching the Scientifically Talented. The session focused on how to integrate characteristics and needs of the scientifically talented with the structure of science and principles of learning to create a curriculum appropriate for scientifically talented students K-12.

Presentation at Archbishop MacDonald High School: The importance of science and technology for cultural survival in our world today; the present status of science achievement and science curricula in North American high schools; and appropriate curricula for the scientifically talented at the high school level.

1986-1987

The staff inservice at Archbishop O'Leary High School focused on the nature and needs of gifted children.

The several staff inservices at St. Thomas More Junior High School progressed through all components of a gifted program: definition, identification, characteristics and needs, appropriate curricula, Autonomous Learner Model, enrichment vs. acceleration, program ownership, and evaluation.

The parent inservice at St. Thomas More Junior High School addressed the definition, nature and needs, and identification of gifted children; a differentiated curriculum; the Autonomous Learner Model; and the ways parents could provide the support that would ensure a successful gifted program..

1983-1985

Presentation for Professional Development Days in Mayerthorpe, northern Alberta, included the historical development of education for the gifted, definitions of gifted children, identification of the gifted, the Autonomous Learner Model, and ways to meet the needs of gifted children in the regular classroom (learning centres, compacting, acceleration, enrichment, mentorships).

Conducted an inservice in Fort McMurray, northern Alberta, with respect to the following aspects of gifted education: history of gifted education; definitions, nature and needs, and identification of the gifted; learning styles; creativity, left brain right brain phenomenon; differentiated curricula, teacher made tests, and scaling of marks.

Recommended the Autonomous Learner Program as the model to use in the junior high schools of the Edmonton Catholic School District, and provided the direction and materials necessary for its implementation

Publications

- Poelzer, G. H., Zeng, L., & Simonsson, M. (in press). *Teacher Certification Tests: Using linear and logistic regression models to evaluate variables that determine success for secondary pre-service teachers*. College Student Journal.
- Poelzer, G. H. 2005. *The Roles of Testing and Measurement in Gifted Education*. Tempo 25(4) 10-13.
- Zeng, L., Simonsson, M., & Poelzer, G. H. (2003). *A review of quantitative studies on the examination for the certification of educators of in Texas*. The TABE Journal 7(1) 139-145.
- Zeng, L., Simonsson, M., & Poelzer, G.H. (2002). *Teacher Certification Tests: Variables that predict pass/fail status on elementary professional development examination for preservice teachers*. Paper presented at the Annual Meeting of the American Educational Research Association, April 1-5, 2002 New Orleans, LA. (ERIC Reproduction Service No. ED 464138)
- Poelzer, G.H., Zeng, L., & Simonsson, M. (2000). *Hispanic preservice teachers: Variables that predict success on teacher certification tests*. *Monographs of the National Association of Hispanic and Latino Studies*. (Eric Reproduction Service No. ED 454006)
- Simonsson, M., Poelzer, G.H., & Zeng L. (2000). *Teacher certification tests: Variables that determine success for secondary pre-service teachers*. Proceedings of the American Educational Research Association's Annual Conference, April 24-28, 2000, New Orleans, LA. (ERIC Reproduction Service No. ED 445124)
- Poelzer, G. H. & Feldhusen, J. F. (1997). *The international baccalaureate: A program for gifted secondary students*. Roeper Review, 19 168-171.
- Poelzer, G. H. & Feldhusen, J. F. (1996). *An empirical study of the achievement of international baccalaureate students in biology, chemistry and physics--in Alberta*. The Journal of Secondary Gifted Education, VIII (1), 28-40.
- Poelzer, G. H. (1994). *An empirical study of international baccalaureate students in the sciences*. (Doctoral dissertation, Purdue University, 1994). Dissertation Abstracts International, A, 55, (08), 2337.
- Poelzer, G. H. (1994). *A critique of identification practices*. tempo, 2, (2), 28-29.
- Poelzer, G. H. (1992). *The fieldtrip: An important learning experience for the scientifically talented*. AGATE: Journal of the Gifted and Talented Education Council of the Alberta Teachers' Association, 6, (1), 23-27.
- Poelzer, G. H. (1991). *Teaching the scientifically talented*. In Choices for challenge: SAGE--The society for the advancement of gifted education conference proceedings. (2nd, Edmonton, Alberta, Canada, September 26-28, 1991). (Eric Document Reproduction Service No. ED 354 413)

Poelzer, G. H. (1989, March/April). The key to educational excellence. The
ata magazine, pp. 12-14.

Poelzer, G. H. (1989, January/February/March). Special deeds for special
needs. the Exchange, p. 6.