



April 15, 2014

**DIVISION MEMORANDUM**  
No. 193, s. 2014

**RETRIEVAL OF ACCOMPLISHED ICeXCELS TRACER AND IMPACT STUDY SURVEY INSTRUMENT**

**To: Assistant Superintendent/OIC  
Education Supervisors/Coordinators  
District Supervisors/OICs  
Elementary and Secondary School Heads**

1. Attached is Regional Memorandum No. 220, s. 2014, entitled, "**Retrieval of Accomplished ICeXCELS Tracer and Impact Study Survey Instrument.**"
2. All completers or graduates of SEAMEO INNOTECH's Instructional and Curricular Excellence in School Leadership for Southeast Asian School Heads (ICeXCELS) I, II and III are requested to accomplish the survey instrument enclosed.
3. Please send the accomplished survey instrument through Telefax No. (02) 9287913 or email to [pierre@seameo-innotech.org](mailto:pierre@seameo-innotech.org) or to [jessie@seameo-innotech.org](mailto:jessie@seameo-innotech.org) not later than April 21, 2014.
4. Immediate dissemination of and compliance with this Memorandum is directed.

  
**ARBEN D. MONISIT, Ed.D.**  
Schools Division Superintendent

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REPUBLIC OF THE PHILIPPINES  
DEPARTMENT OF EDUCATION  
REGION VII, CENTRAL VISAYAS  
Sudlon, Lahug, Cebu City



REGIONAL MEMORANDUM  
No. 220, s. 2014

APR 08 2014

**RETRIEVAL OF ACCOMPLISHED ICeXCELS TRACER AND IMPACT STUDY SURVEY INSTRUMENT**

**To: Schools Division/ City Superintendents  
Officers-in-Charge of Schools/City Divisions**

1. Per communication received from Mr. Pierangelo, Senior Specialist, Flexible Learning Solutions of SEAMEO INNOTECH, Commonwealth Ave., Diliman, Quezon City, requesting all completers or graduates/alumni of SEAMEO INNOTECH's Instructional & Curricular Excellence in School Leadership for Southeast Asian School Heads (ICeXCELS) I, II, and III to accomplish the survey instrument enclosed.
2. Kindly send the accomplished survey instrument through TeleFax No. (02) 9287913 or email to [pierre@seameo-innotech.org](mailto:pierre@seameo-innotech.org) or to [jessie@seameo-innotech.org](mailto:jessie@seameo-innotech.org) not later than April 16, 2014. The response of the graduates/alumni would be very helpful in reviewing and innovating the content and modalities of the flexible learning solutions in making it more relevant and attuned to the kind of work and career professions that our program graduates pursue, along the path of transformations from good to great, the path of excellence.
3. Immediate dissemination of and compliance with this Memorandum is directed.

  
CARMELITA T. DULANGON  
Director III  
Officer-in-Charge

CTD/mfp  
ICeXCELS Tracer-SEAMEO-INNOTECH

\_\_\_\_\_ 2014

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Dear Mr/Ms School Head and SEAMEO INNOTECH ICeXCELS Graduate/Alumni,

Heartfelt cheers and greetings from SEAMEO INNOTECH!

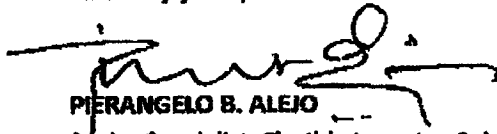
I hope you and your families are in the best of health and doing well in your professional endeavors.

May I request your kind participation in the Tracer & Impact Study of ICeXCELS? This is the first ever such study is undertaken by the Center with the undersigned as researcher and principal proponent of the first flexible learning solution courseware for education managers/leaders such as the Southeast Asian school heads. We desire to reach and hear from as many of our program alumni as possible, and so we would like you to take part in the survey that forms an essential component of the study, update our database we have about you and give us feedback about your learning under one of our eXCELS flexible learning eSolutions.

A comprehensive survey instrument with instructions is attached. Please answer it as candidly and completely as you can, following the instructions carefully and kindly fax to us at +632 9287913 or email to [pierre@seameo-innotech.org](mailto:pierre@seameo-innotech.org) or [jessie@seameo-innotech.org](mailto:jessie@seameo-innotech.org). Your prompt response will be very helpful for us in Flexible Learning Solutions - Learning Management Office of SEAMEO INNOTECH, especially in reviewing and innovating with the content and modalities of our flexible learning solutions to make them more relevant and attuned to the kind of work and career professions that our program graduates pursue, along the path of transformations from good to great, the path of excellence.

Please send back your completed questionnaire as soon as you can, but not later than 16 April 2014. Thank you very much for your cooperation and help.

Sincerely yours,



PIERANGELO B. ALEJO  
Senior Specialist, Flexible Learning Solutions  
Learning Management Office  
Southeast Asian Ministers of Education Organization  
Regional Center for Educational Innovation and Technology

**ICeXCELS Tracer & Impact Study Survey for SEAMEO INNOTECH's ICeXCELS Alumni**

<b>Full Name</b>	
<b>Country</b>	
<b>School</b>	

Please shade/check your ICeXCELS Batch:

<input type="checkbox"/> ICeXCELS Pilot in Philippines	<input type="checkbox"/> DepED eXCELS II Batch 2 2009
<input type="checkbox"/> ICeXCELS Pilot in Cambodia	<input type="checkbox"/> DepED eXCELS II Batch 3 2009
<input type="checkbox"/> ICeXCELS Pilot in Vietnam	<input type="checkbox"/> DepED eXCELS II Batch 4 2009
<input type="checkbox"/> ICeXCELS DepED NCR 2006	<input type="checkbox"/> DepED eXCELS III Batch 1 2010
<input type="checkbox"/> ICeXCELS DepED NCR and IV-B 2007	<input type="checkbox"/> DepED eXCELS III Batch 2 2010
<input type="checkbox"/> DepED eXCELS I Batch 1 2007-2008	<input type="checkbox"/> DepED eXCELS III Batch 3 2010
<input type="checkbox"/> DepED eXCELS I Batch 2 2007-2008	<input type="checkbox"/> DepED eXCELS III Batch 4 2010
<input type="checkbox"/> DepED eXCELS I Batch 3 2007-2008	<input type="checkbox"/> DepED XII Special Batch 2010
<input type="checkbox"/> DepED eXCELS I Batch 4 2007-2008	<input type="checkbox"/> ICeXCELS Indonesia Batch 1, 2008
<input type="checkbox"/> DepED eXCELS II Batch 1 2009	<input type="checkbox"/> ICeXCELS Thailand Batches 1 & 2, 2009

**QUESTIONNAIRE**

**PART I: Personal Information (please check/provide response)**

1 Gender:  Male  Female

2 Age: \_\_\_\_\_

3 Status:  Single  Married

Others, please specify: \_\_\_\_\_

**3 Number of years as Classroom Teacher before the "School Head" position:**

- |  |                                  |   |
|--|----------------------------------|---|
| <input type="checkbox"/> never a classroom teacher | <input type="checkbox"/> 7 years | <input type="checkbox"/> 10 years       |
| <input type="checkbox"/> less than 5 years         | <input type="checkbox"/> 8 years | <input type="checkbox"/> above 10 years |
| <input type="checkbox"/> 6 years                   | <input type="checkbox"/> 9 years |   |

**4 Number of years as "School Head":**

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> less than 1 year | <input type="checkbox"/> 3 - 3.99 years | <input type="checkbox"/> 10 years & above |
| <input type="checkbox"/> 1 - 1.99 years   | <input type="checkbox"/> 4 - 4.99 years |   |
| <input type="checkbox"/> 2-2.99 years     | <input type="checkbox"/> 5 - 9.99 years |   |

**5 Area of Concentration/Specialization:**

- |                                  |   |
|----------------------------------|---|
| <input type="checkbox"/> English | <input type="checkbox"/> Science                      |
| <input type="checkbox"/> Math    | <input type="checkbox"/> Others, please specify _____ |

**6 Educational Qualification:**

College Degree (please specify) \_\_\_\_\_

Graduate Program: \_\_\_\_\_

- |  |  |
|--|--|
| <input type="checkbox"/> with MA units       | <input type="checkbox"/> full-fledged PhD in Education/Doctor of Education |
| <input type="checkbox"/> full-fledged MA     | <input type="checkbox"/> Others, please specify: _____                     |
| <input type="checkbox"/> with Doctoral Units |  |

**7 Position:**

BEFORE your participation in the ICeXCELS course	POSITION	AFTER your participation in the ICeXCELS course
<input type="checkbox"/>	Officer-in-Charge	<input type="checkbox"/>
<input type="checkbox"/>	Head Teacher	<input type="checkbox"/>
<input type="checkbox"/>	Principal 1	<input type="checkbox"/>
<input type="checkbox"/>	Principal 2	<input type="checkbox"/>
<input type="checkbox"/>	Principal 3	<input type="checkbox"/>
<input type="checkbox"/>	Supervisor	<input type="checkbox"/>
<input type="checkbox"/>	Others, please specify	<input type="checkbox"/>

**PART II:** Before you provide the ranks in the items that follow, please consider that the basis of your response is after your participation in the ICeXCELS course.

For each ICeXCELS lesson learned, rank the concepts from 1 to 7 as to **Extent of Utilization** for the improvement of the indicated area of concern in your school [where 1 is the concept being highly/mostly utilized, 2 for the second mostly utilized and so on ... until 7 as the least utilized or not utilized, and please, no ties allowed].

**General Program Orientation, Discussion sessions and iPLEX Technical Orientation**

Learning Leadership CONCEPTS <i>(ICeXCELS as a learning leadership paradigm and program in change/technology/moral leadership)</i>	Rank the CONCEPTS as to <b>Extent of Utilization</b> in your school ( <i>right after your ICeXCELS course participation</i> ) for the enhancement of each of the following:		
	Change/Transformational Leadership	Technology Leadership	Moral Leadership
School head and teacher competencies in general			
Habits of excellence and practice (in the profession)			
New, innovative, technology-enhanced ways of learning: Flexible Learning			
Subject, process, channel and object/end of education			
Essentials education concepts and principles			
Core, natural, universal values and principles			
Open and distance learning management system (using a LMS)			

You may describe below what you have accomplished related to the number 1-ranked concept you indicated above:

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**Module 1**

Module 1 Lesson 1 CONCEPTS	Rank the CONCEPTS as to <u>Extent of Utilization</u> in your school ( <i>right after your ICeXCELS course participation</i> ) for the enhancement of each of the following:		
	Instructional Supervision	Instructional Competence of teachers	Curriculum Implementation
Characteristics of an Effective Instructional leader.			
Indicators of Active Instructional Leadership			
Challenges to Instructional leadership in Southeast Asia			
Barriers to Effective Instructional Leadership and strategies to overcome these.			
The School head as CEO			
Characteristics of a Quality School			
AURA in Instructional Leadership			

You may describe below what you have accomplished related to the number 1-ranked concept you indicated above:

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Module 1 Lesson 2 CONCEPTS	Rank the CONCEPTS as to <u>Extent of Utilization</u> in your school ( <i>right after your ICeXCELS course participation</i> ) for the enhancement of each of the following:		
	Instructional Supervision	Instructional Competence of teachers	Curriculum Implementation
Domains of a School Head's Responsibilities			
The School Head as a Curriculum Leader			
Tasks involved in Curriculum Leadership			
The School Head as Coach and Mentor			
The School Head as an Instructional Supervisor			
Indicators of Effective School-Level Management			
Personal Leadership Styles of A school Principal And Their Impact on Student and Teachers			

You may describe below what you have accomplished related to the number 1-ranked concept you indicated above:

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Module 1 Lesson 3 CONCEPTS	Rank the CONCEPTS as to <u>Extent of Utilization</u> in your school ( <i>right after your ICeXCELS course participation</i> ) for the enhancement of each of the following:		
	Instructional Supervision	Instructional Competence of teachers	Curriculum Implementation
School's Domains for Improvement			
Differences Between Leaders and Managers			
Indicators of Effective Leadership			
Practicing Transformational Leadership			
Types of Transformational Leadership Behaviors			
Ways to Implement Transformational Leadership			
Activities that Promote Continuous Learning			

You may describe below what you have accomplished related to the number 1 concept you indicated above:

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**Module 2**

Module 2 Lesson 1 CONCEPTS	Rank the CONCEPTS as to <u>Extent of Utilization</u> in your school ( <i>right after your ICeXCELS course participation</i> ) for the enhancement of each of the following:		
	Instructional Supervision	Instructional Competence of teachers	Curriculum Implementation
Curriculum Development Process			
Curriculum Development Models			
School-based Curriculum			
Curriculum Leadership			
Roles and Functions of a Curriculum Leader			
Major Tasks of Curriculum Leadership			
Challenges in Practicing Curriculum Leadership			

You may describe below what you have accomplished related to the number 1-ranked concept you indicated above:

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Module 2 Lesson 2 CONCEPTS	Rank the CONCEPTS as to <u>Extent of Utilization</u> in your school ( <u>right after your ICeXCELS course participation</u> ) for the enhancement of each of the following:		
	Instructional Supervision	Instructional Competence of teachers	Curriculum Implementation
Extreme Views About Curriculum Implementation			
Curriculum Implementation Perspectives			
Factors in Promoting Successful Curriculum Implementation			
Domains for Assessing Curriculum Implementation Effectiveness			
Principles of Curriculum Enrichment			
Curriculum Enrichment Model			
Assessing the Enriched Curriculum			

You may describe below what you have accomplished related to the number 1-ranked concept above:

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**Required Readings, and Synchronous/Asynchronous Discussions with Flexible Learning Tutors**

You may describe below what you have accomplished related to the most significant learning from your experience of the course components/dimensions cited above:

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**PART III:** Please check (✓) only ONE space representing what you have achieved based on your ACTION PLAN and provide some specifics in the next column (Kindly refer to the Action Plan you submitted in ICeXCELS):

<p><b>1. In terms of the concepts written in your action plan,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> none of the concepts were applied</li> <li><input type="checkbox"/> less than 20% of the concepts were applied</li> <li><input type="checkbox"/> 20 to 50% of the concepts were applied</li> <li><input type="checkbox"/> 51 to 80% of the concepts were applied</li> <li><input type="checkbox"/> 81 to 100% of the concepts were applied</li> <li><input type="checkbox"/> I was very busy with other pressing concerns in my school; I have to defer applying the concepts I wrote in my action Plan.</li> </ul>	<p><b>Please write below the specific concept/s applied considering the answer you provided in Item 1:</b></p>
<p><b>2. In terms of success indicators indicated in your action plan,</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> none of the success indicators written in my action plan was achieved</li> <li><input type="checkbox"/> less than 20% of the success indicators written in my action plan were achieved</li> <li><input type="checkbox"/> 20 to 50 % of the success indicators written in my action plan were achieved</li> <li><input type="checkbox"/> 51 to 80 % of the success indicators written in my action plan were achieved</li> <li><input type="checkbox"/> 81 to 100% of the success indicators written in my action plan were achieved</li> <li><input type="checkbox"/> I was very busy with other pressing concerns in my school, I have to defer applying the concepts I wrote in my action.</li> </ul>	<p><b>Please write below the success indicator/s being achieved considering the answer you provided in Item 2:</b></p>

**You may describe below other course elements/activities (e.g., Rovalida-Graduation), concepts, and concerns that facilitated the implementation of your Action Plan:**

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**... and school situations/factors that hinder the implementation of your Action Plan:**

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**Thank you very much for your cooperation!**