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### Editors' Note

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## ***Editors' Note***

In this issue of *Educational Considerations*, we are pleased to offer readers extended, in-depth discussions of two critical issues for educational leaders and policymakers: Cost-effective factors that have the potential to improve student achievement and effective preparation programs for education leaders. We are honored to have two distinguished scholars to provide theory- and research-based insights into these topics which have challenged researchers, policymakers, and practitioners for decades. The first article, "A Theory of School Achievement: A Quantum View," by James L. Phelps, extends his research on class size reduction which was showcased in a special issue of *Educational Considerations* last fall. From that foundation, he has developed and operationalized a comprehensive theory of student achievement. His mathematical model provides researchers with a fresh approach to thinking about this important line of inquiry.

In the second article, "Doctoral Programs in Educational Leadership: A Duality Framework of Commonality and Differences," Perry A. Zirkel has collected and synthesized several decades of a wide range of literature related to the ongoing dialogue and debate on whether the Ed.D. or the Ph.D. best serves the needs of preK-12 educational leaders, in particular, school district superintendents. The organization of this wealth of information into a coherent framework is meant to assist not only those involved in the design and delivery of educational leadership doctoral programs, but also the practitioners who will enroll in them.

**David C. Thompson**

Chair, Board of Editors

**Faith E. Crampton**

Executive Editor