

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