

We begin volume six by thanking Jane (Peni) Calahan for her service as a co-editor of *IJRSLTE*. Peni represented the International Center for Service-Learning in Teacher Education when she agreed to become an editor, and she has been dedicated to continuing a journal that featured service-learning in teacher education. We will miss working with Peni, and we wish her the best in her retirement.

We are pleased to continue our series that presents notable contributors to the field of service-learning in teacher education, and we hope you can join Jean Strait for “A Visit with... Barbara Holland” which provides another slice of oral history in service-learning. We also thank Barbara for her generosity in taking time to share her insights and story. We feel fortunate. As you will see, Barbara brings a wealth of expertise to our readers--regardless of whether you are new to service-learning or a veteran and whether you are a grad student, faculty member, or administrator.

Practitioners of service-learning are looking at ways to address social justice issues. Coffey and Butler offer an account where they are using a combination of descriptive and narrative analysis on pre-service teacher reflection journals. The findings show transformations in justice-oriented dispositions for pre-service teachers in a course with embedded service-learning, with students of color and males making notable transformations. Coffey and Butler additionally offer curriculum recommendations for teacher education programs that strive to better prepare new teachers in increasingly diverse educational settings.

Currently, the US is on track to have one of the largest teacher K-12 shortages in history. While only preparing about 63,000 teachers per year, Schargel (2019) reports that American schools will need 239,000 teachers each year for the next ten years. This does not take into account teachers that leave in the first five years, nor the dwindling numbers of teachers of color. In an effort to address these shortages in high minority, high poverty schools, Carlson and Strait offer a model on a "grow your own" teacher training effort that highlights a three-year development partnership with a large urban district in the Midwest. In addition to infusing service-learning through community experiences, they use the Community Cultural Wealth framework created by Yosso (2005) as the program development guide.

Nelson, Crow, and Tice recognize that improving pre-service teachers' ability to recognize work-related problems and apply effective strategies and solutions to fundamental challenges in the field is at the crux of an effective college teacher preparation program. Although there is evidence that service-learning experiences within a teacher education course can have powerful outcomes on student learning, what is being done in the on-campus part of a service-learning course to help prepare pre-service teachers for their work in the field with students (i.e., their community partners)? This study investigates whether a contextually developed set of active-learning strategies in the on-campus part of a service-learning course improves pre-service teachers' efficacy.

Our field recognizes the benefits service-learning can provide when training new teachers. What is less understood is how teacher educators and their community partners can gain by engaging in service-learning experiences of their own and how that can translate to teaching high quality service-learning courses. Burrows, Cross, and Olsen Beal offer an autoethnographic study interweaving their personal narratives to demonstrate how examining the benefits of "pure" service-learning as learner can improve teaching as well as facilitate better service-learning and civic engagement opportunities for pre-service teachers. The authors also examine how their professional and personal roles intertwine through service-learning.

As a final note, we express appreciation to our reviewers and technical support that make it possible for us to publish a volume. We always welcome our colleagues' ideas, submissions, and contributions. Feel free to contact us if you have an idea you would like to publish. We hope you find this volume rewarding and can share the journal with your colleagues, community partners, and students. We also hope you can join us at AERA to attend the sessions and business meeting of our SIG, Service-Learning and Experiential Education.

Co-Editors,

Kathleen and Jean

*IJRSLTE* 2019