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## Undergraduate Learning Assistants in Mathematics: Designing Opportunities to Recruit and Prepare Future Teachers

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The undergraduate learning assistant (ULA) program has been used in science and mathematics departments to support course transformation in large-enrollment introductory courses. ULAs in mathematics, while more often used to support active learning models in the Precalculus through Calculus 2 (P2C2) sequence, are also excellent potential recruits for secondary mathematics teaching. Their early field experiences in undergraduate settings offers a unique opportunity for potential candidates to explore ways to support student problem-solving, persistence, and reasoning in the context of a recently familiar experience. This paper presents a synthesis of research findings, along with recommendations for how ULA programs can be designed to address multiple goals relevant to the MTE-Partnership: recruitment of secondary mathematics teachers, development of math knowledge for teaching, and support of active learning models in the calculus sequence. Through the articulation of specific goals, and collaborative action between faculty responsible for teaching courses in the P2C2 sequence and mathematics educators responsible for secondary math licensure, the ULA model can be (re)designed to address multiple synergistic outcomes.