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Collegiate mathematics departments rely on graduate students instructors (GSIs) to teach foundational undergraduate mathematics courses. Although GSIs are positioned to significantly impact the quality of instruction for these courses, they lack the infrastructure and pedagogical training about collegiate mathematics teaching. Through a collaborative NSF grant, Bowling Green State University and the University of South Carolina have created and implemented the Graduate Student Instructor Mentorship Model (GSIMM). The GSIMM offers professional development and training to experienced graduate students (mentors) to support less experienced graduate student instructors (protégés). Mentors conduct iterative teaching observations of protégés, one-on-one post-observation discussions, and biweekly meetings. The GSIMM allows for a sustainable, cost-effective, pay-it-forward design, bridging education and mathematics departments. Our presentation will share results from implementing the mentor professional development at both universities including first-hand discussion by a few of the mentors. Data collection, analysis, and results will be shared along with criteria for implementing the GSIMM at other universities. (Received June 20, 2016)