



### **Dia N. Bryant**

Dia's commitment to urban education began as a New York City Teaching Fellow in 2004. She has over fourteen years of professional experience and has held multiple positions including teacher, math coach, new teacher trainer, and founding principal. Dia maintains a deep conviction that "all children can learn," provided that their environment is academically focused, emotionally supportive, diverse and physically safe.

Dia Bryant believes that integrating American classrooms is deeper than changing the children in the seats and that real change lives in diversifying personnel throughout school systems. She intends to address this challenge through integrating human capital in schools and school systems in a large US city that is committed to creating diverse and equitable learning environments for children, adults, families, and communities.

Dia earned her bachelor's in economics at Kalamazoo College, Kalamazoo, Michigan; a master's degree in Middle Childhood Mathematics, Brooklyn College, Brooklyn, NY; and a School Building Leader Certificate at the College of St. Rose, Albany, NY. Dia recently completed her first year in the Education Leadership doctoral program at the Harvard Graduate School of Education. In her free time, Dia enjoys reading, following pop culture, and enjoying the company of her small children.



### **Angela Callado Kiley**

Angela Kiley's commitment to diversity, equity, and integration is rooted in her belief that through equity-centered schools our students can work towards their liberation. She currently serves as an independent consultant and provides strategic support in talent; diversity, equity, and inclusion; and family engagement to non-profits and school networks. She previously served as the Director of External Relations for Brooke Charter Schools. In her role, she managed the communications, external affairs and community engagement strategy for the network of four schools. Before transitioning to her position at Brooke, she worked in the Receiver's Office for Lawrence Public Schools as the Director of Strategic Partnerships. There, she developed the district's relationships

with local and national stakeholders, including business, governmental, non-profit, community-based and philanthropic groups.

Prior to joining LPS, Angela was a staff member with Teach For America where she served as the Director of Diversity Initiatives. As part of her work she designed and led identity development and leadership programming to support first-generation college students of color across New England and the Mid-Atlantic. Angela looks forward to leveraging her equity-based experiences in the RIDES Fellowship to support educators in moving from self-transformation to leading systemic transformation.

Angela received a Bachelor of Arts degree from the University of Pennsylvania in Political Science and Hispanic Studies and is a current student in the Education, Policy and Management program at the Harvard Graduate School of Education.



### **Stefan Lallinger**

Stefan Lallinger led Langston Hughes Academy in post-Katrina New Orleans, where he served as a principal, assistant principal, and teacher for nine years. Prior to that, he coordinated a mentoring program for boys in Providence, Rhode Island. Inspired by his grandfather, a civil rights lawyer who argued *Brown v. Board* before the Supreme Court, Stefan has been a fierce advocate for integration and equity.

Stefan earned a bachelor's in Political Science and Development Studies from Brown University and a master's in History from the University of New Orleans. He is currently pursuing his doctorate in education leadership at the Harvard Graduate School of Education. Stefan plans to work in a large, urban school district during his residency and post-graduation.



### **Abigail McCann**

Abigail McCann's experiences learning, teaching, and consulting in rural and urban communities across the country inspire her passion for curriculum and teacher development. She comes to the RIDES Leadership Fellowship for the opportunity to explore and develop strategies that will make space within schools for meaningful dialogue about diversity and inclusion. She believes that learning is a deeply personal experience that students should be able to find themselves within, not one they feel compelled to define themselves against.

Abby's beliefs are inspired by her years teaching in underserved communities as a Teach For America corps member in South Louisiana and later as a teacher in metro Atlanta. Most recently, Abby worked with Purpose Built Schools, an Atlanta-based start-up founded to support public school districts across the nation in innovating their lowest-performing schools within historically underserved communities. As Coordinator of Teaching and Learning at Purpose Built Schools, Abby designed and facilitated professional development for the next generation of highly-successful urban school teachers and leaders. She continues this work in the Learning and Teaching Master's Program at Harvard Graduate School of Education. After completing her degree and the RIDES fellowship, Abby intends to return to the teacher and curriculum development space at either a school district or education non-profit to explore curriculum design as a strategy for building equitable learning experiences for students. Abby graduated cum laude from Dartmouth College in 2011.



### **Mariel Novas**

Mariel Novas is an immigrant from the Dominican Republic and a product of both public and private education in the United States, sees herself as a border-crosser. Due to her life experiences, she committed long ago to the work of bridging communities that often remain separate and redistributing resources more equitably to provide opportunities to historically marginalized racial groups. Mariel believes that the first step in creating a socially just education system is to elevate the leadership of the people most impacted by inequities in our schools. As a teacher, coach, and organizer, she focused on expanding opportunities for integration for immigrants and youth of color in her home state of Massachusetts. She taught newcomer students in Boston, coached novice teachers

throughout the Commonwealth, particularly undocumented educators and those working with English language learners, and co-founded a local organizing group hungry for policy changes that would improve social-emotional learning for students. Most recently, Mariel launched the first-ever Homegrown Program at Teach For America Massachusetts, which supported aspiring educators who grew up in Massachusetts' low-income communities and who sought to teach (and lead) right back in their home districts. As a RIDES fellow and after, she hopes to lead on equity and integration efforts in the national advocacy space or partner with a school district focused on deepening diversity, equity, and integration goals in their organization.

In May, Mariel completed her first year in the Education Leadership doctoral program at the Harvard Graduate School of Education; she holds a master's degree in Curriculum & Teaching from Boston University and a Bachelor's degree in History and Ethnicity, Race, & Migration from Yale University. She is an active board member of the Steppingstone Foundation and the Boston Schools Fund. In her downtime, Mariel enjoys reading poetry by women of color, memorizing inspirational quotes, and learning tongue-twisters in Spanish.



### **Tomi Okuyemi**

Tomi Okuyemi joins the Harvard Graduate School of Education as an Ed.M. student in the School Leadership Program and Saul Zaentz Early Childhood Education Fellow. Prior to her time at HGSE, she served for 8 years as an elementary school classroom teacher in Brooklyn, in both diverse and special-education inclusive settings. In addition to her work in the classroom, Tomi designed and lead workshops for educators and administrators on best practices for integrating anti-bias education into their schools. Tomi has also spent time as a teacher development coach, as well as helping progressive schools recruit teachers of color. Tomi's

experiences collaborating with faculty, students, and families in an integrated school is what drew her to the RIDES program. After the RIDES Leadership Fellowship, Tomi hopes to work at the district level to develop systems and programming that supports schools in their integration process, with the goal of fostering school communities that are truly inclusive. Tomi loves traveling and can often be found curled up with a good book or working on her next embroidery project! Tomi earned a Masters of Education in Childhood General and Special Education at Bank Street College in New York City, and a Bachelor of Arts in Psychology and Women's Studies at Saint Louis University in Saint Louis, MO.



### **Brian Radley**

Brian was drawn to the RIDES Fellowship because of his personal experiences in suburban, K-12 schools. In response to his own community's ambivalence to engage in the work of equity and integration despite glaring opportunity gaps between white students and students of color, Brian developed an early commitment to understanding and challenging systems of advantage in public schools that have continued throughout his career. Brian believes deeply in the power of the school as a fundamental unit of change. As such, he has taught 3rd grade in a transitional bilingual program in New Haven Public Schools. He was founding teacher at KIPP Academy Boston and later Assistant Principal at KIPP Academy Boston Elementary. He currently works on the Teacher Preparation Team at Teach For America-Massachusetts, where he prepares the next generation of teacher leaders and culturally relevant practitioners. Brian holds a B.A. from Middlebury College and is pursuing an Ed.M in the School Leadership Program at HGSE. Brian hopes, one day, to lead an early learning school that not only exceeds rigorous academic benchmarks for all students, but also ensures our youngest learners develop a positive racial self-concept that will empower them to affirm differences in others, collaborate across lines of difference, and identify and challenge instances of injustice in their worlds.