

Hello! I'm Dianne McCune, "the How 2 Doc."

Let me describe how I came to be known as "the How 2 Doc" by using a strategy my students love--the A-Z Taxonomy.

This strategy is always based upon a question; so, here we go...Who is "the How 2 Doc?"

Attention! Attention! Introduction to Dr. Dianne, the How2Doc.

Bringing all children, regardless of ability, a sense of high self-esteem and success is my mission.

Coming from Appalachia, I was blessed with parents and family who valued education and expected me to achieve nothing less than a college degree.

Deemed by those parents that the nearby university elementary school would be the best beginning, I was enrolled in first grade, to begin my journey of lifelong learning which shaped my philosophy of education.

Each day was a new adventure. "Inquiry" became the crucial focus of all my learning activities as I grew to expect nothing less than engaging, collaborative, curiosities from a school environment. Little did I know about the long-term effect this "inquiry" experience would have on my career choice.

Furthering my education at local public schools, I faced the challenge of merging the innovation and excitement I'd come to love with the standard American education available in junior high and high school.

Graduation from Ohio University lead to a teaching position in one of the poorest of Ohio's schools, where I returned to the first grade, but this time as a teacher with limited resources and teaching materials.

"How in the world am I supposed to teach with no books or resources?" was a daily cry.

Introduced into my "life out of the classroom"— was a husband, three children with all the accompanying joy and chaos of family life.

Jumping across the country I followed my husband to Kansas and accepted a tremendous challenge; enter a classroom mid-year to teach a class of 47 young students including many students who had backgrounds with English as a second language.

Keeping my "inquiry" dream alive became a huge challenge but one I faced by working incessantly to implement strategies in order to create an engaging and exciting learning environment.

Little did I know that my enthusiasm, while motivating students, was causing much anxiety among the other teachers and staff—Oh, No! A trouble - maker in the midst.

Moving me involuntarily to another school was the short-term solution for that staff, but it turned out to be the catalyst for my development of fulfilling my long-term dream.

New expectations were the order of business. My teaching was now scrutinized rigorously by district personnel. I was told that my emphasis had to change from telling the answers, "This must stop! You will learn to ask only open-ended questions if you want to keep this job." (This is Inquiry!)

On the carpet, I began recording and analyzing every minute of my interactions with students as I mastered the skill of inquiry.

Positive results were immediate: the students were fully engaged in every lesson. I found the technique easier day by day. I made questioning an integral part of my teaching philosophy.

Queries ran wild through my mind, "Who knew simply questioning could bring such results....why isn't everyone teaching this way?"

Relocating yet again, back to Ohio, I found myself coaching volleyball and teaching math and science at the junior high level. This stretched my teaching experience from K-8. But, I still struggled to obtain resources and materials.

Surprised by a superintendent who called and asked, "When will you complete your degree in gifted education? We're looking for a coordinator." ("Really!", I thought. "The trouble maker is now wanted?")

The mid-eighties found the world of education emphasizing the skill of explanatory writing, I was chosen for specialized training and was highly impressed with the power of writing to unify all aspects of curriculum for students.

Using inquiry strategies and unifying the power of writing was at first a challenge for me and the teachers I guided. The results evident in student work proved to everyone that it was effective.

Vibrant interest by others in the success achieved by combining the skills of inquiry and composition led to an opportunity to join a large suburban district and impact all grade levels.

Wow! Retirement opened doors to bring fruition to my dream of proving "Learning can be fun and a successful endeavor for all students!"

eXtraordinary strides have been made by students at all ability levels and I can't wait to share these techniques with you!

Yes! Everyone will find this program helpful. Children, teens and even adults have used these strategies with success.

Zoom in and check out my website!