

Finding Time to Focus on Students



Bringing AI to the Classroom

Chip Newcome, Winchester City Councilor and high school English teacher at John Handley High School, was sitting at his desk when he received an interesting email encouraging him to apply for the ISTE+ASCD GenerationAI Communities of Practice program. With the support of his department chair and the district superintendent, he applied and was accepted. In his 20 years of teaching, Chip has consistently sought new ways to grow as an educator. He viewed the Communities of Practice program as a way to bring excitement and new technology to his classroom.

Refreshing Curriculum to Engage Families

As a City Councilor, Chip thought it would be compelling to engage community leaders with artificial intelligence in the classroom. While his fellow council members found the idea interesting, he realized that it would be more practical to start by implementing a problem of practice within his own classroom. Primarily, he has focused on using generative AI to engage students' families.

In one lesson, Chip uses an article, *The Gospel of Consumption*, and a movie, Pixar's *Wall-E*, both from 2008, to teach students about consumer culture and critical analysis. While these sources are over 15 years old, Chip used Google's Gemini to refresh the lesson and make it more compelling for students. Instead of simply reading the article and watching the film, Chip guides students through specific prompts that encourage them to critically examine their own consumption practices.



Chip Newcome

High School English Teacher and Winchester City Councilor
John Handley High School,
Winchester City Public Schools

John Handley High School, Winchester City Public Schools

- 1,361 students in a 9–12 public high school
- **Student demographics:** 45.5% Hispanic, 35% White, 8.7% Black, 5.7% Multiracial, 4.1% Asian, 1% Native American; 62.3% economically disadvantaged

“I don’t want to lose the human element of education because I think that would be detrimental to the future.”

“Ultimately, if I consider AI as a thought partner and that it’s creating a better experience for kids in the classroom, then I’m becoming a better educator and coming up with better ideas, and I might be doing it in a more efficient manner.”

Gaining Time for What Teachers Do Best

Generative AI also functions as a productivity tool. Previously, it would have taken Chip “quite a bit of time” to revise the lesson. Now, he’s able to accomplish more in less time. In addition to revising lessons in Gemini, Chip uses NotebookLM to create supplemental podcasts for his students. As he shares:

“I wouldn’t have been able to make a podcast in Spanish. I probably wouldn’t have had the time to make a podcast in English. It’s a way for you to – it frees you up to do other things like provide feedback to the students. It gives you an opportunity to create something pretty cool and maybe think about some other things, like how am I going to present this? Or, I have this whole lesson, but it’s missing an engagement piece. Then, I can use my expertise to focus on that and try to better engage the kids [who] are sitting in my classroom this year. Because the kids that are sitting in my classroom this year aren’t the same as the ones last year. Every classroom has a different dynamic and a different vibe. AI gives you an opportunity to do a little bit of personalized education.”

Preserving the Human Element

As Chip thinks about future uses of AI in his classroom, he plans to use Brisk more to support students as they engage with content. This is especially beneficial for students in the Innovation Center, who have independent learning time as part of their school day.

More generally, Chip hopes to see greater use of AI in education, both as a productivity tool and to enhance the learning experience.

“I hope AI becomes more commonplace in education. One of the biggest complaints about teaching is the amount of time it takes to do x, y, and z. If it can help teachers from working on a Sunday night, I think that’s a big deal.”

AI isn’t a workaround, and it isn’t about replacing teachers. Rather, AI can help teachers enhance instruction and engage students in new and personalized ways.

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GenerationAI's Communities of Practice bring together educators across roles and regions in yearlong cohorts to explore shared opportunities around AI in education. Through collaborative learning and experimentation, participants develop responsible, context-informed approaches to integrating AI in teaching and learning.

GenerationAI is a groundbreaking educational movement led by ISTE+ASCD alongside six coalition partners designed to empower PK-12 educators with the knowledge, tools, and confidence to safely and responsibly capture the power of AI in the classroom.

Learn more and join the movement at generationalai.org.

