

# Global Standards, National Adaptations: Teacher Evaluation in Turkey's 2025 Curriculum Reform

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## Abstract

*In this study, Turkey's newly introduced Teacher Monitoring, Evaluation, and Development Model (2025) was examined through comparative document analysis in relation to two international frameworks/standards: the Danielson Framework for Teaching and the OECD TALIS teacher standards. The analysis revealed significant commonalities in planning, instruction, assessment, collaboration, and professional learning. Meanwhile, the Turkish model diverges by emphasising curriculum compliance alongside centralised accountability and student development on moral-ethical aspects. Thus, it may be considered a hybrid model with features of the global references that have become integrated into the curriculum reform process in the Turkey Century Education Model (TYMM) context. The research locates teacher evaluation as a curriculum policy tool that mediates between global discourses related to professionalism and national educational agendas. Despite extensive global research on teacher education, Turkey's 2025 Teacher Monitoring, Evaluation, and Development Model has not yet been comparatively analysed in relation to established international frameworks or standards. Thus, this study presents comparative implications relevant to balancing accountability goals and teacher agency with greater progressive instructional change. Future research may focus on exploring how the new model is experienced in practice in different school contexts through teacher perspectives and classroom implementation.*

**Keywords:** Curriculum Reform, Danielson Framework, OECD Talis, Policy Analysis, Teacher Accountability, Turkey Century Education Model (Tymm)

## Introduction

In the modern era, the question of how to appraise and support teachers most effectively has emerged as a primary focal point for educational policy and practice across nations (Darling-Hammond, 2017; OECD, 2019). Consequently, many education systems have implemented formal teacher observation and evaluation frameworks that blend the concepts of accountability with professional development (Papay, 2012). Recent studies have further shown that such evaluation systems can simultaneously support instructional quality while also creating tensions related to teacher motivation and accountability pressures (Rochnia et al., 2025). Recent international reports further emphasise that teacher evaluation systems are increasingly expected to support continuous professional learning, digital competencies, and adaptive expertise in the field in rapidly changing educational environments (UNESCO, 2023). Internationally, more direct and simpler criterion-based approaches exist in the frameworks of the Danielson Framework for Teaching or the standards posed by the Organisation for Economic Co-operation and Development (OECD) Teaching and Learning International Survey (TALIS) study on effective teaching.

Turkey also recently launched a radical curriculum reform movement in this area. The latest model, the Turkey Century Education Model (TYMM), was introduced as part of a broader curriculum reform agenda called for

competent, virtuous, and good-willed youth. To embrace this vision, the Ministry of National Education (MoNE) introduced the Teacher Monitoring, Evaluation, and Development Model in 2025. This model categorises classroom observation around eight standards, from the specifics of lesson planning and teaching to student assessment, professional dynamics, and instructional practice. The model which is intended to be phased in at all school levels, holds teachers accountable for compliance with national curriculum standards.

The Teacher Monitoring, Evaluation, and Development Model is one part of the general education curriculum reform Turkey Century Model Education (TYMM). The reform sets out to link teacher evaluation with national curriculum-driven goals and strengthen professional development and instructional quality. The model structures teacher evaluation around eight domains: planning, subject knowledge, knowledge of students, learning environment, instructional processes, assessment, communication and collaboration, and professional development. Teacher performance is assessed at three levels of a scale and by internal as well as external mechanisms where “internal evaluation are done by school principals or department heads while external assessment is conducted through ministry inspectors.” (MoNE). The newly introduced Turkish teacher evaluation model is important, but it has not been compared or analysed according to international teacher evaluation frameworks or standards so far. Hence, this study aims to explore how the Turkish teacher evaluation model conceptualises teacher evaluation compared to both an international framework and what is common and different across domains, standards, and indicators in each model.

### Literature Review Orientations of Teacher Evaluation and Curriculum Reform

The evaluation of teachers as a means to reshape curricula and enhance teaching has been addressed across various educational systems. Research has repeatedly shown teacher quality to be among the most powerful in-school educational predictors of student achievement outcomes ([Darling-Hammond, 2017](#); [Hanushek & Rivkin, 2012](#)). Consequently,

systems to evaluate teachers have been developed not only to account for teacher effectiveness but also to provide continual professional development.

According to [Isore \(2009\)](#), scholars divide evaluation into accountability-oriented models, in which results are linked to personnel decisions such as tenure promotion or sanctions and development-oriented models that use feedback for the purpose of teacher learning. Successful systems frequently integrate both dimensions, and external accountability is weighed against internal intrinsic motivation, striving for excellence in teaching as performance ([Papay, 2012](#)). Thus, teacher evaluation can be used as a lever to bring classroom practice in line with larger curriculum goals and policy changes.

This demand has been intensified by curriculum reforms underpinned by 21st-century competencies, student-centred pedagogy, and issues concerning equity. Instead, evaluation should measure whether high-quality instruction is taking place, if students are being reached or checked out, and how teaching professionals work together. In this context, teacher observation frameworks are placed front and centre in the enactment of the curriculum: a link between the written and lived curriculum for students.

### International Teacher Observation Frameworks/Standards

Danielson Framework for Teaching: One of the most ubiquitous teacher observation models is a program called The Danielson Framework, which was first published in 1996 and has been adopted by states across the U.S. as well as international schools around the world. It breaks down teacher effectiveness into four categories.

- Planning and preparation: aligning instruction with curriculum goals and student needs.
- Classroom environment: creating a climate of respect and productive learning.
- Instruction: engaging students through questioning, discussion, and active methods.
- Professional responsibilities: reflecting on practice, maintaining accurate records, and engaging in professional learning communities ([Danielson, 2013](#)).

Components within a domain are split into descriptors, with the descriptor being rated from

unsatisfactory to distinguished. The primary focus of the framework is to achieve professional development, and it does this through feedback. Crucially, Danielson views teaching as a combination of both technical craft (lesson planning and instructional delivery) and reflective profession (collaboration and ongoing learning). Some studies have shown that schools using Danielson report greater teacher collaboration and reflective practice, even as others have concerns about the reliability of implementation methods or over-bureaucratization in high-stakes contexts. ([Donaldson, 2012](#); [Sartain et al., 2011](#))

OECD TALIS Standards: The OECD's Teaching and Learning International Survey (TALIS) provides a cross-national overview of teaching practices. It was launched in 2008 as part of an international network enabled by participation in the OECD Teacher Policy Study. TALIS was not originally designed as an actual evaluation framework. However, its survey unit acts as a conceptual map for the professionalism of teachers. TALIS has identified several common areas for understanding effective teaching.

- Instructional practices: active learning, differentiation, and formative assessment.
- Professional Collaboration: teamwork, peer feedback, and co-teaching.
- Professional Development: continuous learning and engagement with innovations.
- Teacher Autonomy: Discretion in Curriculum and Pedagogy

OECD analyses suggest that systems in which teachers enjoy a larger degree of decision-making authority, have professional development opportunities, and benefit from strong collaborative behaviour tend to achieve more frequent innovative instruction levels as well as better student outcomes ([OECD, 2019](#)). As such, TALIS represents an international benchmark for teacher policy that assumes teachers as reflective and responsive professionals in a fast-changing society. Recent TALIS-based research also highlights the need to move beyond purely technical models of teacher effectiveness and to better integrate teachers' professional learning needs and contextual knowledge into evaluation systems ([Meroño et al., 2023](#)).

In addition to these two international frameworks/standards, other important evaluation frameworks are used internationally. The Interstate Teacher Assessment and Support Consortium (InTASC) Standards in the United States emphasise learner development, diversity, instructional strategies, and leadership, framing teaching as a set of professional standards for beginning teachers ([Council of Chief State School Officers, 2013](#)). Conversely, the Ofsted Inspection Framework in England ties classroom observation tightly to school accountability and evaluates pedagogy in relation to school performance ratings ([Matthews & Sammons, 2004](#)). For the purpose of this study, the Turkish teacher evaluation model was compared with Danielson's framework and TALIS standards because the InTASC and Ofsted models are more inspection-oriented. For a more coherent and in-depth analytical comparison, the other frameworks were also not considered in the study.

### **Teacher Evaluation in Turkey**

Introduced in 2025, TYMM is the largest curriculum reform, which is a redesign focused on well-rounded individual development as well as moral values and competency-based learning outcomes. For this purpose, the Ministry of National Education (MoNE) introduced the Turkish Teacher Monitoring, Evaluation, and Development Model, which began to be implemented in 2025, aiming to monitor the implementation of the new curriculum effectively by teachers.

The model institutionalises teacher evaluation in eight areas, namely, planning, knowledge of subject area/s, understanding of the students), learning environment, teaching/learning process assessment, communication, and professional development. Regardless of the domain, there are standards and indicators within those domains by which teachers are evaluated: sufficient, acceptable, or needing improvement. Both developmental (internally observations by school principals and heads of department) and accountability (externally observations by MoNE inspectors) facets are present. The results inform school professional development plans and thus maintain the link between evaluation and teacher professional growth.

The Turkish model has some particular elements such as curriculum fidelity (teachers are judged on their alignment with official programs and unit plans), structured professional development (results from evaluation inform the professional development and mentoring needs of teachers, the moral dimension (teachers are expected to contribute to developing the competent and virtuous students), and data centralization (data entry in MoNE MEBBIS Information System strengthens control by the bureaucracy).

### The Research Gap

Although teacher evaluation may be a well-researched field globally, no comparative analysis of Turkey's newly developed model has been conducted to date. Consequently, this study aims to make a theoretical contribution to the literature on curriculum and instruction by providing a first systematic content analysis of Turkey's 2025 Teacher Monitoring Evaluation and Development Model in comparison with international frameworks/standards, and by illustrating how teacher evaluation functions as an intermediary between curriculum reform and classroom practice. The study also contributes to the ongoing discussions on the Turkish curriculum reform model as exemplifying potentials and pitfalls for curriculum reform.

### Methodology

#### Research Design

This research uses a qualitative comparative document analysis for its investigation. It focuses on how the Turkish Teacher Monitoring, Evaluation, and Development Model conceptualises teacher quality in alignment with globally recognised teacher observation frameworks/standards. Comparative document analysis is known to be increasingly popular in curriculum and education policy research, particularly for analyses of official frames (i.e., frameworks), standards, and other types of text-based policies across contexts (Bowen, 2009; Rapley, 2018). This is related to the purpose of this study, which aims to globalise the position of the Turkish teacher evaluation framework model by considering a broader context, including internationally accepted models, and identifying structural conceptual

convergences and divergences among international frameworks/standards.

### Data Sources

Three main sources of the study:

- Turkish Teacher Monitoring, Evaluation, and Development Model: Provides the official structure, domains, standards, and indicators used to evaluate teachers in Turkey.
- Danielson Framework for Teaching: The updated 2013 version is widely recognised as an international benchmark for teacher evaluation. It outlines four domains (Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities) and 22 components (Danielson, 2013).
- OECD Teaching and Learning International Survey (TALIS): Reports from the 2018 and 2024 survey cycles, which provide internationally comparable standards and indicators related to teacher instructional practices, professional learning, and collaboration (OECD, 2019; OECD, 2025a).

### Data Analysis

This thematic analysis was conducted using an iterative process to identify, code, and interpret patterns across the three frameworks/standards. Using thematic analysis of the verbatim responses, the author elicited themes from the raw data as per established principles in qualitative research, which aims to uncover patterns across and within sets of textual data (Braun & Clarke, 2006). To operationalise the comparative analysis, a structured coding framework was developed from the key domains identified in each of the three frameworks/standards. Initially, a matrix was created that compared all domains and indicators from the Turkish Teacher of Monitoring Evaluation and Development Model, Danielson Framework for Teaching, and OECD TALIS Survey.

For the deductive approach, initial codes were grounded in common categories that could be identified across frameworks: planning, instruction practice assessment, learning environment collaboration, and professional development. The results were analysed using an inductive coding

process to capture emergent themes that could not be directly compared across frameworks, for example, curriculum fidelity, centralised oversight, and moral-ethical expectations. These included emergent codes that enabled us to unpack what specific characteristics of the Turkish model led it to be conceptualised differently from internationally agreed-upon levels; for example, describing teacher performance in terms of cultural and national values. Codes were also built through multiple readings of the documents with iterative reviews and refinements to ensure consistency. Even though it was coded by a sole researcher, the typical strategies of repeat coding, across-framework comparisons were employed in order to enhance reliability and internal consistency.

### Ethical Considerations

Thus, this study relied exclusively on publicly available secondary documents and did not involve any direct ethical risks to human participants.

### Limitations

Several limitations should be noted. First, the analysis does not include teacher feedback, classroom observations, or interviews. These are the findings of the policy frameworks as intended, not necessarily in practice. Second, the Turkish model is informed by unique cultural, ideological, and curricular paradigms that cannot be fully “mapped” onto those of other

nations. Finally, document analysis unfortunately only allows a systematic comparison of frameworks and is not able to capture the way policies are interpreted or enacted by teachers, as well as school leaders in practice. The study hinges on intended, rather than lived system design. Thus, further studies should include interviews and/or surveys and classroom observations to investigate Turkish teachers’ experiences with the new evaluation model in Turkey.

### Findings

This section presents the results of the comparative document analysis. The findings include a comparative matrix that systematically aligns the domains of the Turkish Teacher Monitoring, Evaluation and Development Model (2025) with the Danielson Framework and OECD TALIS standards as well as a thematic interpretation of convergences, divergences, and hybrid elements across the frameworks/standards.

### Comparative Chart of Frameworks

Table 1 presents a detailed comparison between the Turkish Teacher Evaluation Model, the Danielson Framework, and OECD TALIS standards, highlighting convergences and divergences across key domains or standards.

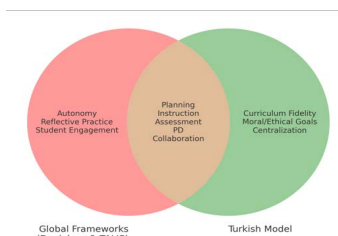
**Table 1 Comparative Chart of the Turkish Teacher Evaluation and Monitoring Model, the Danielson Framework, and OECD TALIS Standards**

Domain	Turkish Model (2025)	Danielson Framework	OECD TALIS	Convergence / Divergence
Planning	Curriculum fidelity; structured lesson/year plans; department collaboration	Domain 1: Planning & Preparation; coherent lesson design	Collaborative and innovative planning	Convergence on planning; divergence in autonomy vs compliance
Subject & Pedagogical Knowledge	Subject mastery and pedagogy; tied to TYMM and moral goals	Domain 1: Demonstrating knowledge of content and pedagogy	Emphasis on knowledge and innovation	Shared content knowledge; Turkey unique in moral emphasis
Knowing the Student	Differentiation, recognition of student diversity, moral profile	Knowledge of students; adapting instruction	Differentiation, inclusive practices	Turkey links to moral/ethical goals

Learning Environment	Structured, equitable classrooms; teaching aids	Domain 2: Classroom Environment (respect, routines, management)	Digital resources, flexible spaces	TALIS emphasizes innovation
Teaching & Learning Process	Active methods but focused on TYMM outcomes	Domain 3: Instruction (engagement, questioning, assessment)	Student-centered pedagogy, collaboration	Turkey = curriculum delivery; International = engagement and inquiry
Assessment	Multiple methods; feedback logged in the MoNE information system	Domain 3: Assessing Student Learning	Assessment for learning, formative feedback	Shared emphasis; Turkey = bureaucratic, International = formative
Communication & Collaboration	Hierarchical: teachers ↔ leaders ↔ parents	Domain 4: Professional Responsibilities (communication, collaboration)	Peer collaboration, co-teaching	Turkey = hierarchical, TALIS = horizontal
Professional Development	Linked directly to evaluation	Domain 4: Growing and Developing Professionally	Continuous PD, self-directed learning	Shared emphasis; Turkey = mandated, International = agency-driven
Cross-cutting Values	Moral, ethical, cultural goals	Minimal; ethics implied	Diversity, global competences	Turkey = distinctive in explicit moral dimension

The comparison actually reveals that although the structural domains might be aligned across frameworks, such a convergence may mask the divergent underlying purposes of teacher evaluation related to different assumptions about teacher professionalism or systems governance.

Figure 1 shows the thematic positioning of the Turkish model in relation to international frameworks/standards.



**Figure 1 Thematic Positioning of the Turkish Model in Relation to International Frameworks**

### Thematic Analysis

Thematic analysis revealed several key themes regarding the convergences and divergences of the frameworks and standards under investigation.

- Across all three frameworks, the overlapping effective teaching strategies are as follows:
- Thoughtful planning of lessons aligned to learning objectives or outcomes
- Strong command of subject matter and pedagogical knowledge to deliver curriculum effectively
- Focus on student diversity, including differentiation and inclusive strategies
- Supportive learning environments which is conducive to student engagement and motivation
- Assessment and evaluation literacy, including the use of formative assessment and constructive feedback
- Collaboration and professional learning (structured or voluntary).

These convergences suggest that Turkey's new model does not operate in isolation but aligns with global trends in recognising key components of teacher quality.

Moreover, several differences stand out, as follows:

### **Curriculum Fidelity vs. Autonomy**

Turkey's model evaluates teachers primarily based on their compliance with the TYMM curriculum.

Danielson and TALIS frameworks place more weight on teacher autonomy, professional judgment, and adaptive instructional approaches.

### **Data Centralization versus Professional Learning Agency**

The Turkish evaluation model records the observation data through MoNE MEBBIS information system

International frameworks/standards assume that teachers exercise professional agency when determining their learning pathways, which are not dictated by policy directly.

### **Moral and Ideological Emphasis**

Turkish models uniquely have the explicit expectation that teachers help develop the Competent and Virtuous Student Profile, which includes moral and ethical values.

Danielson and TALIS are largely secular and focus on pedagogical quality, with only implicit references to values or ethics.

### **Hierarchical versus Collaborative Professionalism**

In Turkey, collaboration is mainly framed as working with school leaders and supervisors.

TALIS emphasises horizontal collaboration: peer observation, team teaching, and shared decision-making.

Emphasis on curriculum fidelity suggests a governance model in which teaching quality is defined through alignment.

The Turkish evaluation model has some hybrid features in that there are both national adaptations and global references.

The use of observation domains and indicators reflects Danielson's structure

The integration of feedback into professional development echoes TALIS findings on linking evaluation to PD

However, the centralized and compliance-driven mechanisms remain distinctly Turkish, reflecting the national educational context and policy approaches

The Turkish case illustrates policy hybridisation, a process in which imported structural elements are recontextualized within local governance approaches and cultural or nationalistic expectations. Understanding these overall patterns reveals that although the frameworks share similar structural features, there are differences in why and how they rate teachers, which is a finding that locates the Turkish model much closer to compliance-oriented model than professional development-oriented model.

## **Discussion**

### **Curriculum Governance: Curriculum Fidelity versus Autonomy**

The role of curriculum fidelity is the potentially clearest finding differentiated in the results. The Turkish system, for its own part, is very focused on the curriculum coherence and a systematic process of planning. Teachers are required to align their instructional planning with the national curriculum standards. This means that effective teaching is, at least in part, determined by how well teachers adhere to or enact the official curriculum framework. Evaluation measures are heavily focused on lesson plan adherence, curriculum alignment, and predetermined student profiles. This is a central expectation regarding official standard-based compliance in defining educational quality.

In contrast, the Danielson Framework and OECD TALIS standards focus more on teacher autonomy and adaptive expertise. While lesson design planning and content knowledge are necessary, these frameworks allow for more professional judgment beyond planning lessons for teachers on how they teach a lesson, supporting the needs of learners through differentiation and pedagogical or methodological innovation (Schleicher, 2018). This divergence reflects broader international findings suggesting that accountability-driven evaluation systems may constrain teacher autonomy, particularly in centrally

governed systems ([Cobanoğlu, 2024](#); [Hsieh et al., 2025](#)).

### **Teacher Evaluation and Professional Learning**

A second important distinction pertains to the link between evaluation and professional development. In the Turkish model, evaluation outcomes directly influence school-based professional development plans. This feedback loop ensures that the areas in which teachers are evaluated guide teacher growth trajectories, creating a career-pathway model in which evaluation and professional development go hand in hand. However, it should be noted that this process is highly structured and centrally monitored, with little potential for teacher agency.

Although Danielson's framework is used in accountability systems within the United States, it was originally created to support reflective professional conversations. Its execution typically includes a post-observation conference, self-reflection, and collaborative goal setting. Similarly high, TALI Sights the need for teachers to continue learning, learn from their peers, and have some choices regarding in which areas they want professional development.

The Turkish model advocates for an accountability-driven understanding of professional development in which PD is mandated and externally focused. In contrast, in many international systems, the empowerment for change is agency-driven, in which teachers select their professional paths to address the evaluation requirements for their employment as well as areas of personal interest.

From the curriculum and instruction perspective, this divergence raises the question of where teacher learning fits in. Should it be led with top-down structures that push alignments toward curriculum reforms or as bottom-up processes leveraged through teacher expertise and intrinsic motivation? While the Turkish approach using core competencies might lead teachers to comply with TYMM, it may risk reducing teachers' engagement with growth-focused professional development..

### **Cultural and Ideological Dimensions of Teacher Evaluation**

The Turkish model is unique in its orientation

toward morality and ideology. Teachers are expected not only to plan, teach, and assess effectively, but also to represent and transfer the values associated with the competent and virtuous student profile. This notion positions teacher evaluation as part of a wider societal and nation-building enterprise, highlighting the importance of nurturing moral and cognitive competencies through education.

There are no such openly moral-ideological criteria in Danielson or TALIS. Although not explicitly, the emphasis is on pedagogical methods and professional accountability in general, with hints of professional ethics/good practice and well-being of students. The Turkish model thus deviates in that it assesses values and character education as a notion directly linked to the criterion of evaluation. For comparative curriculum studies, this finding may reinforce the idea that policy borrowing is selective and adapted ([Steiner-Khamsi & Waldow, 2012](#)). The Turkish model has structural elements of international frameworks (domains, indicators, and feedback loops) but localises them with cultural and ideological content.

### **Hybridizing Global and National Approaches**

A common way of conceiving this concept is policy borrowing and lending in comparative education ([Steiner-Khamsi & Waldow, 2012](#)). Instead of adopting generic international models, countries may adopt global ideas and selectively reinterpret them according to local institutional and cultural political priorities. This often generates hybrids of internationally recognisable structures with indigenous policy elements and governance arrangements ([Crossley & Watson, 2003](#)).

The Turkish model can also be considered a mixture of both international best practices in teacher evaluation and national customisation or adaptations. We can see that the Turkish model is aligned with the domain structure of Danielson's rubric, and as TALIS does, the Turkish model emphasises evaluation for professional learning. Instead, the Turkish model diverges in terms of content and has a more structural focus on fidelity to the curriculum, centralised monitoring mechanisms, and the ethical and moral development of the student profile. This resembles wider trends in comparative

international education, in which different countries have adopted various global policies or frameworks but adapted them to their own social, cultural, and political contexts (Crossley & Watson, 2003).

In fact, teacher evaluation frameworks or standards in East Asian countries also emphasise moral development and curriculum alignment, whereas Anglo-American systems prioritise autonomy and accountability (OECD, 2019). Recent OECD work further emphasises that teachers are increasingly positioned as designers of learning environments rather than responsible people for curriculum implementation, which in turn reinforces the need for evaluation systems that support adaptive expertise (OECD, 2025b). By positioning the Turkish model within these comparative fields, this study contributes to the understanding of how teacher evaluation is conceptualised globally. Overall, the results of this study may indicate that for teachers and policymakers, the crucial task is to design evaluation systems surrounding curriculum alignments as well as autonomous learning for more innovative professional teaching practices.

### Suggestions

Several implications for suggestions for policy and practice can be drawn from the above-mentioned findings. Policymakers might consider balancing curriculum fidelity with teacher autonomy to support adaptive instructional and methodological practices. Professional development structures may also be created that allow teachers greater roles, responsibilities, or opportunities for authentic learning. Excessive centralisation in teacher evaluation may lead to teachers becoming demotivated or having less of a sense of ownership over their professional growth; thus, officials may consider diminishing hypercentralised approaches in teacher evaluation. Eventually, it may help if schools implement reflective systems and collaboration platforms following international frameworks, such as TALIS or Danielson. These changes might, in turn, contribute to a model that is more balanced around accountability and professional learning.

### Conclusion

Through a comparative document analysis, this study explored how teacher quality, instructional

approaches, and professional development are conceptualised through the Turkish Teacher Monitoring, Evaluation, and Development Model (2025) in comparison with two widely recognised international frameworks: the Danielson Framework and the OECD TALIS teacher standards. The study revealed that the Turkish framework converges and diverges from the international frameworks/standards in different ways or aspects.

The study results indicated that planning and lesson design, instructional approaches, student assessment and evaluation, collaboration, and professional learning are common examples where different frameworks or standards converge. On the one hand, this actually suggests that Turkey's new model is not isolated and that it embodies a shared understanding of what effective teaching is. In contrast, the Turkish framework diverges in ways, such as its emphasis on curriculum fidelity, centralised oversight, and the integration of moral and cultural values, whereas Danielson and TALIS emphasise teacher autonomy, reflective practices, and global competencies. Additionally, the Turkish model is more structured and accountable, which may imply that teacher agency and collaborative professionalism are less prioritised than in international frameworks/standards.

These features may indicate that the Turkish model has a hybrid form, as it uses some structural elements from international frameworks/standards, but at the same time adapts its content and implementation in the classroom setting to reflect nationalistic and cultural aspects, such as the virtuous student profile. The study underlines that teacher evaluation is not a neutral process but a central instrument of curriculum enactment. Through defining effective teaching, evaluation frameworks may impact how curriculum reforms are experienced or reflected in classrooms. The Turkish model emphasises alignment with the TYMM curriculum, which in turn highlights the evaluation process as a means of policy instrument for ensuring fidelity. However, international frameworks/standards of the evaluation process may foster reflective, adaptive, and innovative teaching practices.

In summary, the teacher monitoring, evaluation, and development model illustrates the complex

relationship between international approaches and national adaptations in teachers' evaluation policies or approaches. By positioning Turkey's curriculum reforms within an international comparative dimension, this study contributes to ongoing debates about the future of teachers' professionalism, the quality of instruction, and curriculum policies in a rapidly changing and evolving educational world. Future research could examine how teachers interpret and respond to evaluation criteria in different school contexts, particularly through qualitative studies such as lesson observations, interviews with teachers, or longitudinal tracking of professional development outcomes. Comparative studies across regions or school types in Turkey may also reveal how teacher evaluation implementation may vary in practice.

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### Conflicts of Interest

The authors declare no potential conflicts of interest.

### Ethical Approval

This study did not involve human participants, personal data, or experimental procedures that required institutional review board approval.

### AI Statement

The author used generative AI tools (ChatGPT) for language editing and clarity. All ideas, analyses, and interpretations are original to the author, and the author takes full responsibility for the content.

### Informed Consent

Not applicable.

### Data Availability

All primary documents analysed in this study are publicly available.

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