Abstract
The objective of the study at hand is to analyze teaching in Sonora's urban areas, from the viewpoint of the input process-product model. Ninety-two schools were evaluated in the state's border, coastal and mountain regions, with a total participation of 331 teachers and 1,655 children. The results indicate that students' academic performance improves the longer the teachers work at a school, but not the longer they train; student performance also improves with planning, yet worsens when the greater the diversity in forms of evaluation, teaching strategies and group handling. The issue is discussed in terms of equality in Sonora's geography, as well as in terms of adapting the training process to classroom problems in the state.

Keywords
Teacher evaluation, basic education, student performance, reading and writing, mathematics, Mexico.