



County of Los Angeles  
DEPARTMENT OF PUBLIC WORKS  
BUILDING & SAFETY DIVISION  
Los Angeles Regional Uniform Code Program

**STRUCTURAL OBSERVATION PROGRAM  
AND DESIGNATION OF THE  
STRUCTURAL OBSERVER**

PERMIT APPL. NO.: \_\_\_\_\_

Project Address:	
Description of Work:	
Owner:	Architect:
Engineer of Record:	

STRUCTURAL OBSERVATION (ONLY CHECKED ITEMS ARE REQUIRED)			
Firm or Individual to be responsible for the Structural Observation:			
Name:		Phone:	Calif. Registration:
<b>FOUNDATION</b>	<b>WALL</b>	<b>FRAME</b>	<b>DIAPHRAGM</b>
<input type="checkbox"/> Footing, Stem Walls, Piers	<input type="checkbox"/> Concrete	<input type="checkbox"/> Steel Moment Frame	<input type="checkbox"/> Concrete
<input type="checkbox"/> Mat Foundation	<input type="checkbox"/> Masonry	<input type="checkbox"/> Steel Braced Frame	<input type="checkbox"/> Steel Deck
<input type="checkbox"/> Caisson, Piles, Grade Beams	<input type="checkbox"/> Wood	<input type="checkbox"/> Concrete Moment Frame	<input type="checkbox"/> Wood
<input type="checkbox"/> Retaining Foundation Hillside Special Anchors	<input type="checkbox"/> Others:	<input type="checkbox"/> Masonry Wall Frame	<input type="checkbox"/> Others:
<input type="checkbox"/> Others:		<input type="checkbox"/> Others:	

**DECLARATION BY OWNER**

I, the Owner of the project, declare that the above listed firm or individual is hired **by me** to be the Structural Observer.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**DECLARATION BY ARCHITECT OR ENGINEER OF RECORD**

(required if the Structural Observer is different from the Architect or Engineer of Record)

I, the Architect or Engineer of record for the project, declare that the above listed firm or individual is designated by me to be responsible for the Structural Observation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
License No.

\_\_\_\_\_  
Date

# Common Core Observation Form California

**California Institute of Technology.  
Division of Biology**



### **Common Core Observation Form California:**

The Observation Protocol for Academic Literacies Magaly Lavadenz, Elvira G. Armas, 2024-01-16 This book presents a validated observation instrument to support and further develop the pedagogic expertise of teachers of English Learners in US schools Based on sociocultural and second language teaching and learning theories the Observation Protocol for Academic Literacies OPAL has a variety of uses across teacher preparation programs pre K 12 classroom contexts and school districts This book leads the reader through the process of using OPAL with real classroom observations in the form of vignettes in order to develop confidence and reliability scoring evidence in research based practices The book provides examples of its non evaluative uses to conduct research support teachers and identify areas of strength and weakness in their professional development It also offers researchers and policymakers a tool for collecting classroom based evidence to inform the implementation and refinement of English Learner programs

**Implementing Guided Math: Tools for Educational Leaders** Laney Sammons, 2015-10-01 This user friendly professional resource was written by Laney Sammons This resource provides instruction on how school leaders can adopt the Guided Math framework into their schools and classrooms

Highlights include tips for creating a strategic plan for improving students achievement sample assessments and tools for planning and implementation

*A Guide to Co-Teaching* Richard A. Villa, Jacqueline S. Thousand, Ann I. Nevin, 2013-01-04 Your go to guide for co teaching Differentiated instruction for a diversity of learners it s the reality of today s classrooms and a tough task to take on alone But co teaching more than just lightens your load When you and a co teacher bring together your individual skill sets and strategies you ll create a more enjoyable creative and productive teaching experience and deliver more effective outcomes to your students too Where do you start This brand new edition of the go to guide uses updated research and case studies to provide detailed profiles of four approaches to co teaching supportive parallel complementary and team teaching New features include Brand new chapter on preparing co teachers in clinical practice with examples Expanded explanations of the roles of paraprofessionals administrators and students in co teaching Updated discussions of co teaching in the RTI process New lesson plans linked to the Common Core State Standards and technology New forms and tools for establishing trust improving communication and planning With quotes and advice from teachers and students plus practical features like self assessments and organization tips this is the ultimate guide to co teaching Find out why so many teachers prefer co teaching to teaching alone and how co teaching improves the process of learning for all students

*Resources in Education* , 1992-08

**Teacher Education Across Minority-Serving Institutions** Emery Petchauer, Lynnette Mawhinney, 2017-03-21 The first of its kind Teacher Education across Minority Serving Institutions brings together innovative work from the family of institutions known as minority serving institutions Historically Black Colleges and Universities Tribal Colleges and Universities Hispanic Serving Institutions and Asian American and Native American Pacific Islander Serving Institutions The book moves beyond a singular focus on teacher racial diversity that has

characterized scholarship and policy work in this area Instead it pushes for scholars to consider that racial diversity in teacher education is not simply an end in itself but is a means to accomplish other goals such as developing justice oriented and asset based pedagogies

**Annual Report, Division of Biology ... , California Institute of Technology, Pasadena, CA.** California Institute of Technology. Division of Biology,2000

**Proterozoic Exogenic Processes and Related Metallogeny** Jorma Paavola,Nils Edelman,Pekka A. Nurmi,Ragnar Törnroos,Risto Tynni,Vesa Peuraniemi,Yrjö Pekkala,Anneli Uutela,Mirja Jaanus-Järkkälä,1984

California Highways and Public Works ,1929

*Land Values* ,1916

**Annual Report of the Commissioner of Agriculture for the Year ..** New York (State). Department of Agriculture,1897

**Archaeological Excavations at CA-SLO-99, Pismo Beach, San Luis Obispo County, California** Gary S. Breschini,Trudy Haversat,1988

California Cultivator ,1906

**Nature** ,1908

*Annual Report* New York State College of Agriculture and Life Sciences,1897

**Annual Report** New York (State) Dept. of Agriculture,1897

*Annual Report* New York (State). Department of Agriculture,1897

**Bulletin** ,1984

New Observations ,1997

Annual Report [with Accompanying Documents]. New York (State). Department of Agriculture,1897

**Report of the Commissioner of Agriculture** New York (State). Department of Agriculture,1897

## Decoding **Common Core Observation Form California**: Revealing the Captivating Potential of Verbal Expression

In a period characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its capability to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Common Core Observation Form California**," a mesmerizing literary creation penned by way of a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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