In the world of education, individualization and differentiation of instruction are all the rage. However, these two instructional methods require numerous additional hours of hard work by teachers to make the required changes to their lesson plans and instructional materials. Before they can do this, teachers must take the days, sometimes even weeks, to learn their students' preferred cognitive styles. As a future educator, I was wondering if there was a better way to more efficiently learn my students' cognitive styles. I decided that if I could link cognitive styles to something easier to determine about my students, such as their Myers-Briggs personality type, then I could more quickly increase my understanding of my classroom. This thesis explores the Myers-Briggs Type Inventory (MBTI), along with two different cognitive style evaluations, Kirton's Adaptation-Innovation Inventory (KAI), and Kolb's Learning Style Inventory (LSI), and the connections they share. This thesis also includes my plans for future research, and the implications that it could have on our current educational system and my own teaching.